AGENDA OF THE OPERATIONS
MANAGEMENT COMMITTEE
OF THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

AGENDA
MANAGEMENT COMMITTEE
1991 01 08

Confirmation of the minutes of the 1990 12 11 meeting

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Asbestos in our Buildings:
   a) Update

2. Interim Report from the officials regarding an overall plan to establish a Senior Citizens' Drop-In Centre - Lake Avenue School property

NEW BUSINESS:

1. Membership Fees:
   - Canadian Education Association - Pages 1 to 4
     (40,274 X 9.2 cents) = $ 3,705.20 + $259.36 GST = $ 3,964.56
   - Ontario Public School Boards' Association - Pages 5 to 8
     * Membership Fee - $64,750.00 + $4,532.50 GST = $69,282.50
     * Legal Defense Fund Levy - $15,383.00 + $1,076.81 GST = $16,459.81
     $85,742.31
   - Association francaise des Conseils scolaires del'Ontario = $ 1,546.86
     (406 X $3.81) - Pages 9 to 12
   - ** Ontario Education Research Council - Pages 12A to 12J
     - $725 + $50.75 GST = $ 775.75

2. Awarding of Contract for Portable Requirements for 1991 - Pages 13 & 13A

3. Budget Communications Plan - Pages 14 to 25

4. Request re 1992 25th Anniversary, Sir Winston Churchill School

5. Request for support from the Arts Education Council of Ontario - Pages 26 to 35

6. Report of the Special Education Advisory Committee - Page 36

7. ** March Meeting Date

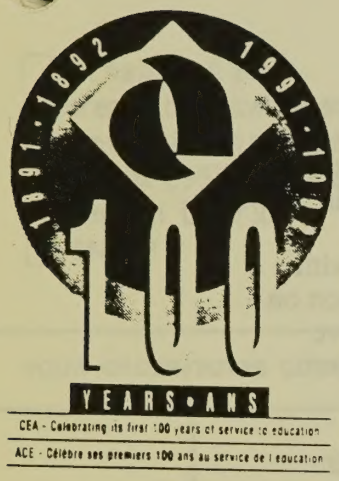
ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - Pages 37 & 37A

2. Update re Allenby School Closure

** In addition to agenda distributed.



Suite 8-200
252 Bloor Street West
Toronto, Ontario
M5S 1V5

Bureau 8-200
252, rue Bloor ouest
Toronto (Ontario)
M5S 1V5

TEL.: 416-924-7721
FAX: 416-924-3188

December 10, 1990

DEC 12 1990

Mr. Keith A. Rielly
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Rielly:

Throughout 1990, the Canadian Education Association Information Service has provided you with a variety of publications and services, all with our central goal in mind: the improvement of education. We appreciate having the **Hamilton Board of Education** as a subscriber and hope that we can count on your support for 1991.

We have a full slate of publications planned, including the *Newsletter* and *Education Canada*, which you receive in multiple copies. You are also sent five copies of the 1991 **CEA Handbook,** the invaluable directory of education in Canada, and the confidential report on salaries of school board officials and principals.

Special publications in the up-coming year include **Heritage Language Programs in Canadian School Boards,** and a most interesting and useful report on Multi-grade classrooms. Also in the works: a full report on Native education programs, and a cross-country survey of school board procedures and tips for teacher recruitment and retention.

In 1990, you received **Women and Men in Education, Sentenced to School: the Young Offenders Act and Canadian School Boards,** and the useful manual, **Developing School Board - Media Relationships.** The fall of 1990 also brought you **Canada's Schools: Report Card for the 1990s,** the CEA Decima opinion poll which took the pulse of education in Canada, and in the process garnered nation-wide media attention.

CEA's useful publications keep busy educators like you up-to-date about news, trends and issues in education: we believe you will want to continue to receive them.

...2

The most valuable activities at CEA are certainly our publications and the annual convention where you benefit from a reduced fee, but we can also help in other areas. Our specialized library contains up-to-date information on all facets of education across the country. Contact us with specific questions on education or with a request for detailed information on a particular topic: as a CEA Information Service Board, you will receive priority service. Our expert staff is happy to answer any questions about education in Canada.

Subscriptions to the Information Service run on the calendar year. The fee for 1991 is 9.2¢ per pupil (with a minimum fee of $325 for school boards with enrolments of fewer than 3,500 pupils). It will take only a moment to renew your subscription with the enclosed invoice. We would also appreciate your completing the second sheet: this information is used to send the right quantities of our publications, to the right person, at the right address.

We hope that we may continue to count on you in the coming year. Please do not hesitate to call us for our assistance with any question, large or small.

Yours sincerely,

Brigitte Lee

Brigitte Lee
Assistant Director

BL/bf
Encl.

CANADIAN
EDUCATION
ASSOCIATION
ASSOCIATION
CANADIENNE
D'EDUCATION
Suite 8-200
252 Bloor Street West
Toronto, Ont. M5S 1V5
(416) 924-7721

INVOICE/FACTURE

33857

Mr. Keith A. Rielly,
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

GST Registration #: R100763416

YOUR ORDER/VOTRE COMMANDE	RENEWAL	DATE	Decmeber 10, 199
	Subscription - CEA Information Service January 1, 1991 to December 31, 1991 _____ X 9.2¢ (number of students as of September or other convenient date) Minimum fee $325.00 (fewer than 3,500 students) +7% GST		$_____

PLEASE RETURN ONE COPY OF THIS INVOICE WITH YOUR PAYMENT
VEUILLEZ RETOURNER UNE COPIE DE CETTE FACTURE AVEC VOTRE PAIEMENT

CANADIAN EDUCATION ASSOCIATION

INFORMATION SERVICES

1991

Please fill in the figures below so that CEA may send you enough publications to distribute appropriately.

Name of School Board : _____

Number of schools: _____ Number of Trustees _____ Number of senior officials _____
(for this purpose a senior official is employed in the Board's central office above the position of school principal)

Person to receive material : _____
Address : _____
_____
_____

If you would like to receive some copies of the French version of the Newsletter (Le Bulletin) and other reports in French as well as English, please indicate the quantity.

Le Bulletin: 2
Other Reports: 2

Signature : Ian Kelly

Position : Director of Education

Date : _____

Please return to:

Information Services
Canadian Education Association
Ste. 8-200, 252 Bloor Street West
Toronto, Ontario M5S 1V5
Tel. : (416) 924-7721
Fax. : (416) 924-3188

December 1990

ERNIE CHECKERIS
President

PENNY MOSS
Executive Director

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION
439 UNIVERSITY AVENUE, 18th FLOOR, TORONTO, ONTARIO M5G 1Y8
TELEPHONE: (416) 340-2540 • FAX: (416) 340-7571

November 30, 1990

M E M O R A N D U M

TO: Chairs and Directors of Education, OPSBA Member Boards

FROM: Penny Moss, Executive Director

RE: Membership Fees and Membership Report

Attached with this memorandum please find a separate envelope containing the invoices for your board's 1991 OPSBA membership fee and legal levy. You will also find copies of OPSBA's Report to the Membership. This report should be circulated to all trustees at the first available opportunity. Please advise the office should your board require additional copies.

The report contains useful information about the 1991 fees and fee formula; the schedule of fees for all boards by region; the legal levy; the 1991 OPSBA operating budget; and, highlights of Association services.

If you have any questions about the membership fees or the Report to the Membership, please feel free to contact me, or the Association's Financial Assistant, Mark Cashmore.

BRANCH OFFICE:
SUDBURY — ECOLE PUBLIQUE JEANNE SAUVE • 296 VAN HORNE ST., SUDBURY, ONT. P3B 1H9 • TEL. (705) 671-9930 • FAX (705) 671-9[illegible]

ERNIE CHECKERIS
President

PENNY MOSS
Executive Director

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE, 18th FLOOR, TORONTO, ONTARIO M5G 1Y8
TELEPHONE: (416) 340-2540 • FAX: (416) 340-7571

TO: Directors of Education

DATE: November 30, 1990

RE: **1991 Membership Fee**
Legal Defense Fund

Please find enclosed the following documents:

(i) OPSBA 1991 Membership Fee invoice

(ii) OPSBA Legal Defense Fund invoice

Membership fees are for the period January 1st to December 31st, 1991 and have been determined according to the fee formula adopted at the Annual Convention June 8-10, 1990 and the fee factor approved by the Board of Directors at its meeting of September 21, 1990.

Please take note that the invoice for the Legal Defense Fund can be remitted according to a choice of three (3) payment options.

All amounts include the federal goods and services tax. Our registration number is included on each invoice.

Should you have any questions concerning the above, please do not hesitate to contact me.

Yours sincerely,

M Cashmore

M. Cashmore
Financial Assistant

Encls.

OPSBA

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE 18TH FLOOR TORONTO, ONTARIO M5G 1Y8 TEL: (416) 340-2540 FAX: (416) 340-7571

INVOICE TO: Hamilton Board of Education

Attn: Director of Education

DATE: January 1, 1991

INVOICE NO: 003

QUANT.	DESCRIPTION	AMOUNT
	1991 Membership Fee	64,750.00
	(Membership fees include up to twenty five (25) copies of each edition of Education Today magazine)	
	Terms of Payment:	
	Membership fees due January 31, 1991 Late payment subject to 1 1/2 % per month	
	GST Registration No. R-107800344	

Total	
Fed. GST	4,532.50
Sub. Total	
Prov. Sales Tax	
Freight	
TOTAL	69,282.50

WHITE FORM - CUSTOMER COPY YELLOW FORM - REMITTANCE COPY PINK FORM - ACCOUNTING COPY

OPSBA

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE 18TH FLOOR TORONTO, ONTARIO M5G 1Y8 TEL: (416) 340-2540 FAX: (416) 340-7571

INVOICE TO: Hamilton Board of Education

Attn: Director of Education

DATE: January 1, 1991	INVOICE NO: 124

QUANT.	DESCRIPTION	AMOUNT
	Total Legal Defense Fund Levy (excluding GST)	15,383.00
	By resolution of the Board of Directors, member boards have the following options for the Legal Defense Fund:	
	"a) A one time payment of the total levy in the year of its establishment, or, b) Up to three annual installments with the second and third year payments adjusted by the interest rate earned by the Fund in the preceding year."	
	Please indicate option selected and remit the applicable amount with the remittance copy of the invoice.	
	Amount *	
	[ ] One year option 16,459.81	
	[ ] Two year option 8,229.91	
	[ ] Three year option 5,486.60	
	* Amount including GST at 7 %	
	Payment enclosed	
	Terms of Payment:	
	Payment due January 31, 1991	
	GST Registration No. 107800344	

Total	
Fed. GST	
Sub. Total	
Prov. Sales Tax	
Freight	
TOTAL	

WHITE FORM - CUSTOMER COPY YELLOW FORM - REMITTANCE COPY PINK FORM - ACCOUNTING COPY

Association française des
conseils scolaires de l'Ontario

NOTE DE SERVICE

AUX: Directeurs généraux et secrétaires des conseils scolaires
- CEFCUT - CSLF Ottawa-Carleton - section catholique
- section publique

DE: Daniel St-Jean,
directeur général

DATE: 18 octobre 1990

OBJET: Cotisation 1991

La résolution suivante fut adoptée au Conseil d'administration de l'AFCSO lors de sa réunion du 14, 15 et 16 septembre:

ATTENDU QUE toute entreprise, organisme public ou individu doit faire face chaque année à une augmentation du coût de la vie qui a un impact direct sur les services qu'il peut offrir,

ATTENDU QUE les augmentations sont généralement basée sur celles qui ont lieu annuellement dans l'ensemble du secteur public.

QUE l'AFCSO augmente le taux de ses cotisations de 4,5% pour l'année 1991.

Je vous prie de mettre à l'ordre de jour de votre prochaine réunion la demande de cotisation ci-jointe.

pièce jointe

50, rue Vaughan, Ottawa, (Ontario) K1M 1X1 Tél.: (613) 745-3193 Télécopieur: (613) 745-4772

Association française des
conseils scolaires de l'Ontario

NOTE DE SERVICE

AUX: directeurs généraux et du CSLF Ottawa-Carleton, section publique, secrétaires des SLF, des CCLF et du CÉFCUT

DE: Daniel St-Jean, directeur général

DATE: le 18 octobre 1991

OBJET: cotisation à l'AFCSO - 1991

Lors de sa réunion des 14, 15, 16 septembre dernier, notre Conseil d'administration a dû se résoudre à augmenter de 4.5% sa cotisation pour l'année 1991. Le taux de cotisation à l'AFCSO passe donc de 3,65$ à 3,81$ par élève résident ou non-résident inscrit dans un module de langue française.

Veuillez donc s.v.p. acheminer cette demande aux conseillers scolaires de langue française de votre conseil afin qu'ils puissent en prendre connaissance lors de leur prochaine réunion. Si vous désirez plus de renseignements à ce sujet, n'hésitez pas à communiquer avec moi.

DSJ/jla/pp

50, rue Vaughan, Ottawa, (Ontario) K1M 1X1 Tél.: (613) 745-3193 Télécopieur: (613) 745-4772

Association française des
conseils scolaires de l'Ontario

COTISATION À L'AFCSO 1991 - SECTEUR PUBLIC

Envoyé à:

CEd Hamilton
Directeur général
K.A. Reilly
100 ouest, rue Main
Box 558
Hamilton (Ont.)
L8N 3L1

❑ Nombre d'effectifs quotidiens moyens résidents et non résidents inscrits dans vos écoles et modules de langue française au 28 septembre 1990.		
- au palier élémentaire	0	(a)
- au palier secondaire	+ 406	(b)
❑ Total de (a) + (b)	406	(c)
❑ Cotisation par élève à l'AFCSO pour l'année 1991: 3,81$		
Ligne (c) 406 x 3,81 $ = 1,546.86 $	1,546.86	(d)
❑ Le montant de la ligne (d) est le montant dû à l'AFCSO pour 1991. **La cotisation minimum est 384,04$**	1,546.86	$

* Veuillez faire parvenir votre chèque dès que possible à l'AFCSO au 50, rue Vaughan, Ottawa (Ontario) K1M 1X1.

Indiquez le nom du président de la SLF pour l'année 1991 ainsi que son adresse de correspondance.

_____

_____

_____

Réservé à l'administration

Montant dû: 1,546.86 $ **Montant reçu:** _____ **Solde:** _____

50, rue Vaughan, Ottawa, (Ontario) K1M 1X1 Tél.: (613) 745-3193 Télécopieur: (613) 745-4772

STATUTS & RÈGLEMENTS
AYANT TRAIT À LA COTISATION 1991

STATUTS

Article 6 — Membres réguliers

Sont membres réguliers, les conseils scolaires de l'Ontario qui ont sous leur juridiction des élèves inscrits dans des modules de langue française aux cycles primaire ou secondaire et qui ont acquitté la cotisation annuelle établie par le Conseil d'administration provincial.

Article 9 — Vote

Seuls les représentants des membres réguliers ont droit de vote à l'Assemblée générale et aux réunions des régions. Si un conseil scolaire n'a pas acquitté sa cotisation lors de la réunion annuelle de sa région, ses représentants ont droit de vote si le conseil confirme par écrit son intention d'acquitter avant le congrès annuel sa cotisation à l'Association. Les membres associés et les membres d'honneur ont voix consultative seulement.

Article 11 — Cotisations

Le montant de la cotisation annuelle est fixé par le Conseil d'administration provincial. Les membres d'honneur ne sont pas tenus de payer une cotisation. La cotisation n'est pas remboursable.

Article 12 — Perte de la qualité de membre

12.1 Tout membre qui n'a pas acquitté sa cotisation avant l'Assemblée générale annuelle perd le droit de vote aux réunions et à l'élection; ses représentants ne peuvent être élus à moins que le conseil dont ils font partie n'ait obtenu une dispense du Conseil d'administration provincial. L'exercice de ses droits par le membre lui est rendu dès qu'il acquitte sa cotisation, sauf s'il a été radié.

RÈGLEMENTS

Article Premier — Membres réguliers

1.1 Les membres réguliers sont représentés à l'AFCSO provinciale et régionale par les conseillers élus qui sont responsables de l'éducation française en raison de leur rôle au sein d'un conseil scolaire, d'une SLF ou d'un CCLF.

1.2 Tout représentant désigné au paragraphe 1.1 jouit des droits et privilèges ordinairement reconnus aux membres; il a plus particulièrement le droit de parole aux assemblées; le droit de voter et d'être candidat à un poste au sein de l'AFCSO, de même que le droit de participer aux activités de l'AFCSO.

Article 4 — Cotisation

4.1 La cotisation est fixée annuellement par le Conseil d'administration provincial.

4.2 Le montant de la cotisation est établi après que le Conseil d'administration provincial a établi le budget annuel d'opération afférent aux services et activités centralisés de l'AFCSO.

4.3 La cotisation tient compte du nombre d'élèves inscrits dans les modules de langue française au sein de chaque conseil scolaire; le taux par élève est le même pour tous les conseils scolaires.

DEC 17 1990

ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES

December 11, 1990 DEC 14 1990

MEMORANDUM TO DIRECTORS OF EDUCATION/SECRETARIES OF SCHOOL BOARDS

I note with pleasure that your Board was a **SUSTAINING MEMBER** for 1990 of the Ontario Educational Research Council/Conseil ontarien de recherches pédagogiques. The Executive and Board of Directors thank you most sincerely for your past support and trust that your Board will once again wish to renew its **SUSTAINING MEMBERSHIP FOR 1991.** It is the support which member boards give our Council that enables us to carry on our activities.

It is because of the endorsements (see enclosed brochure) of our Corporate, Sustaining (School Boards), and Individual Members during the last year that we were successful in securing substantial funds for classroom research. We are particularly interested in the following topics: **STUDENT WELL-BEING; ACCOUNTABILITY; TRANSITIONS; PARTNERSHIPS;** and we are asking that you make this information available in your jurisdiction. Applications for research proposals can be obtained by calling or faxing our office. The deadline for receipt of research studies is **FEBRUARY 15/91.**

Our activities, briefly, include:

- an annual conference, each December;
- a quarterly newsletter, containing abstracts of research studies, distributed to all Ontario schools free of charge;
- **grants-in-aid-of-research, up to a maximum of $1,000;**
- R.W.B. Jackson Award of Merit for Classroom Research;
- research papers presented at our annual conference, reproduced upon request for a nominal charge;
- and finally, our monograph series, now numbering four: Math 4 Girls; Aspects of/de l' Immersion; Faites qu'ils ne décrochent pas! Give Them A Reason To Stay!; and Coming of Age: Co-operative Education.

(See also the enclosed "Report of the President 1990" for a more detailed explanation of our activities.)

The main purpose of OERC/CORP, which is now in its 33rd year, is to promote classroom research through grants-in-aid to individual teachers, and help them to become aware of the significance of research findings via the vehicles listed above. I hope you will agree that your Board, and in particular the teachers employed by your Board, have much to gain in renewing **SUSTAINING MEMBERSHIP** in the Council. Enclosed for your convenience is a form for remitting the 1991 **SUSTAINING MEMBERSHIP TO THIS OFFICE.** The Executive is looking forward to hearing from you and would welcome any suggestions or questions.

Yours sincerely,

E Davies

(Mrs.) Else Davies
Administrative Assistant

979 Finley Avenue, Ajax, Ontario, Canada L1S 3V5 Telephone: 416-428-6622 Fax: 416-686-9231

ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES

Our Board would like to enrol as a SUSTAINING MEMBER of OERC/CORP for the calendar year beginning January 1991:

Name of Board.....

Address.....

.....

Name of Chairperson.....

Name of Director of Education
and/or Secretary.....

A cheque for.....is enclosed.

SUSTAINING MEMBERSHIP RATES:

1,000 or fewer pupils	$ 75
1,001-2,000	$125
2,001-4,000	$225
4,001-6,000	$325
6,001-8,000	$450
8,001-10,000	$550
10,001 and over	$725

PLEASE NOTE:

All full-time employees and trustees of any school board holding sustaining membership in OERC receive a $25.00 discount on the registration fee to our annual conference, held each year in early December in Toronto.

979 Finley Avenue, Ajax, Ontario, Canada L1S 3V5 Telephone: 416-428-6622

FROM OUR CONSTITUTION.....

Article III - MEMBERSHIP

1. There shall be three classes of membership -- corporate, sustaining, and individual.

   (a) CORPORATE MEMBERS...

   (b) SUSTAINING MEMBERS shall be Ontario boards of education and school boards that support the work of the Council by paying the annual sustaining member fee set by the Board of Directors.

   (c) INDIVIDUAL MEMBERS...

Article IV - BOARD OF DIRECTORS

2. The Board shall consist of:

   (a) Eight (8) directors elected at an annual general meeting from nominations made by sustaining members;

   (b) Eight (8)...by corporate members;
   (c) Two (2)...of individual members;
   (d) The two (2) existing permanent members;
   (e) The current officers of the Council.

   There shall be a Nominating Committee to ensure that there are at least as many nominations as there are directors to be elected under 2(a), (b), and (c).

3. Each director under 2(a), (b), and (c) shall normally serve for a term of three years (or such shorter term as is the practice of the corporate member). A vacancy arises in the Board when a director completes a term, resigns, or changes position from one class of membership to another. Whenever a vacancy occurs that is greater than nine months prior to a general election, it shall be filled as follows:

   (a) In the case of a vacancy within the class of sustaining membership or the class of corporate members: from the list of runners-up at the most recent general election, starting with the individual obtaining the highest number of votes. A tie shall be broken by the flip of a coin, and, if the list is exhausted, an appropriate appointment shall be made by the Nominating Committee.

FROM OUR BY-LAWS.....

MEMBERSHIP FEES

2. The annual fee for those seeking sustaining membership in the Council shall be:

1,000 or fewer pupils	$ 75
1,001-2,000	$125
2,001-4,000	$225
4,001-6,000	$325
6,001-8,000	$450
8,001-10,000	$550
10,001 and over	$725

PRIVILEGES OF MEMBERSHIP

5. Any sustaining member of the Council is entitled:
   (a) to nominate one representative as a candidate for election to the Board of Directors;
   (b) to send to the annual OERC/CORP conference one official delegate (i.e. with voting privileges at the annual general meeting) for each $250 of annual membership fee paid, any fractional remainder being counted as entitlement to one official delegate;
   (c) to receive a reduction of $20 on the conference registration fee for each member sent to the annual OERC conference as a paid registrant;
   (d) to receive a subscription to the OERC publication, REPORTING CLASSROOM RESEARCH;
   (e) to seek advice on the preparation of proposals for OERC research grants.

**If you wish a copy of the entire Constitution and By-Laws, please telephone or write to us: OERC, 979 Finley Avenue, Ajax, Ontario L1S 3V5. Ph.:416-428-6622.

O.E.R.C. invites grant applications related to the following topics. As well, we are interested in having presentations on these topics at our 1991 conference. Please contact Ms. Else Davies for further information.

STUDENT WELL-BEING

The theme "student well-being" encourages research into areas of importance to students from their early years in education to their specialization years. This may include the relationship between child care and education to such issues as equity, sexuality, at risk situations or violence.

ACCOUNTABILITY

The theme of "accountability" is also an area with wide possibilities for research. Proposals researching achievement, assessment accountability, reporting to parents, implementing programs, preparation for post secondary positions, leadership preparation and teacher preservice and inservice are merely some aspects of accountability which are encouraged.

TRANSITIONS

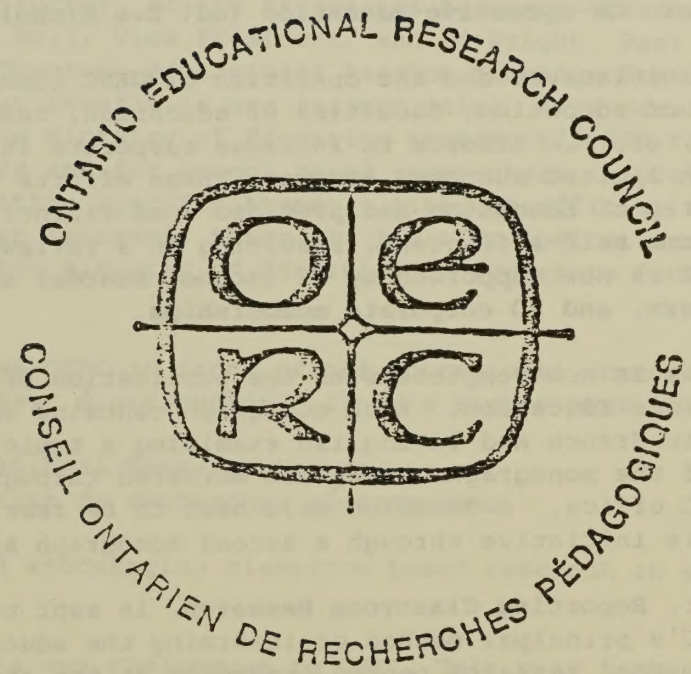
As students progress from their early years to the formative stages and from adolescence to the years of specialization they pass through many transitions. Teachers similarly proceed through professional changes throughout their teaching careers. The theme "transitions" encourages research into the transitions that students and teachers experience.

PARTNERSHIPS

The theme "partnerships" encourages research into aspects involving the working relationship of community and school, teachers and parents, teachers and teachers, the business community and educators, younger and older students and those teaching and learning in a collaborative manner.

For the purposes of this proposal more specific descriptions for each theme have been provided in both English and French.

ANNUAL REPORT OF THE



GRANT C. YEO

PRESIDENT

1990

For over three decades, the **ONTARIO EDUCATIONAL RESEARCH COUNCIL (OERC)** has advanced the cause of educational research in Ontario by:

- providing grants-in-aid of classroom research;
- providing to every school in Ontario the OERC newsletter, "Reporting Classroom Research";
- hosting an annual conference during which approximately 35 papers on current trends, problems and accomplishments of classroom research are presented;
- providing photocopies of research reports as requested by educators;
- conducting workshops designed to give teachers a better understanding of research;
- producing a series of monographs on topics of current interest to teachers:
  Math 4 Girls (ed. Dormer Ellis)
  Aspects of/de l' Immersion (ed. Pierre Calvé)
  Faites qu'ils ne décrochent pas! Give Them A Reason To Stay! (ed. Claire Beauchemin
  Coming of Age: Co-operative Education (ed. Eva Nichols)

Funding for these initiatives and the operation of OERC comes largely from the membership (boards of education, faculties of education, teachers' federations, individual members, etc.). Efforts to increase corporate involvement and sponsorships have met with limited success; however, these efforts will continue. Prior to 1988, the Ministry of Education had provided some financial support. Since 1988, OERC has become self-sufficient, resulting in a review of its structure and organization. OERC is now supported by **76 (school boards) sustaining members, 83 individual members, and 20 corporate memberships.**

The monograph series is now complete with the publication of the fourth in the series on Co-operative Education. Each monograph contains several research essays usually with some in French and in English examining a topic from different points of view. Copies of the monographs have been marketed through OISE Book Store, as well as the OERC office. A decision will need to be reached regarding the continuation of this initiative through a second monograph series.

The OERC newsletter, **Reporting Classroom Research**, is sent to every school in Ontario and is OERC's principal method of informing the educational community of on-going research. Most research papers presented at the annual conference are summarized in the newsletter in the year following the conference and all teachers and principals in Ontario have an opportunity to share the current research findings presented, even when they may be unable to attend. The efforts of Dormer Ellis, editor of Reporting Classroom Research, are recognized and appreciated.

The OERC **annual conference** held in December is considered the most important forum in the province for classroom-oriented research. Last year, Wally Beevor, the Assistant Deputy Minister/Learning Programs, delivered the keynote address. His topic "Co-operative Education and Drop-outs" was a timely and well-received presentation. The program committee selected approximately thirty-five papers for presentation during the duration of the conference. These papers are a significant source of information on current trends, problems and accomplishments of classroom research. A new program format will be tried for the 1990 annual conference.

Grants are available up to $1,000 to encourage classroom research. Any individual actively engaged in teaching at any level - elementary, secondary, and post secondary, is eligible to apply for a grant providing the research relates to education. The Grants Review Committee has recommended approval of three applications for grants this year.

The **R.W.B. Jackson Award of Merit** is awarded to the person who has successfully completed and disseminated findings of one or more classroom research projects. The Committee recommended **Linda M. Cameron** for this year's award for her study on "The Influence of Literature on the Writings of Primary Children". Dr. Cameron is currently employed by the Scarborough Board of Education as a consultant for language arts.

A political action campaign was initiated with letters sent to the membership regarding approaching the Ministry of Education to discuss MOE funding for research grants through OERC. This resulted in over 50 letters endorsing OERC and encouraging the Ministry of Education to reinstate funds for research grants. A letter with these endorsements seeking a meeting to discuss the provision of funds for classroom research was sent to the Minister of Education. A meeting was held with the Parliamentary Assistant to the Minister of Education in June and then in July another meeting was held with Jim Doris, Assistant Deputy/Corporate Planning Policy, Marjorie Mercer, Director, Policy Analysis & Research Branch, Grant Yeo, President of OERC, Linda May Bell, Vice President, and Ed Wright, Past President, representing OERC. Dr. Luella Thomson, Educational Liaison Exchange Branch and MOE representative to OERC was of great benefit in her liaison role. As a result, a research proposal was submitted to the Ministry of Education seeking $25,000 to co-ordinate the services of teachers and for school board researchers in providing classroom-based research studies within specific themes. Although official confirmation of this funding has not been received, there are positive indications of a co-operative relationship with the Ministry of Education in regard to funding for classroom research.

In an effort to keep OERC in front of the educational community, a **pamphlet** has been produced for easy distribution. It is a single page entitled:

> Ontario Educational Research Council
> Conseil Ontarien de recherches pédagogiques
>
> Fostering and encouraging classroom based research in education in Ontario.

Each year offers its own challenges to OERC. This year focused on retelling OERC's story to the province and to the Ministry of Education. Through the letter campaign, teachers, directors, grants recipients, principals and faculty of education members wrote to the Ministry endorsing the work of OERC and our organization's commitment to classroom-based research. This was encouraging. The meetings with the Ministry officials also augers well for the immediate future. However, the energy and dedication of the executives and membership requires continued leadership and support. The continuing constant in OERC is our Administrative Assistant, Else Davies. Her efforts and diligence continue to serve OERC in a most positive manner. The year has been a challenge but much has been accomplished. OERC serves educators in the province in a very vital and significant way and we must seek new solutions to continue its tradition of service to educational research.

Respectfully submitted,

Grant C. Yeo
President

1990 OERC GRANTS RECIPIENTS

JACK MacFADDEN
Elementary School Teacher
W.H. Day Elementary School
Bradford, Ontario

"TO EXAMINE THE IMPACT OF CONFERENCING ON CHILDREN"
$250.00

J. RONALD McKELVEY
Principal
Plainsville Public School
Gore's Landing, Ontario

"DEVELOPING LITERACY, DEVELOPING LEARNERS: THE ROLE OF THE ELEMENTARY SCHOOL PRINCIPAL IN IMPLEMENTING WHOLE LANGUAGE"
$890.00

CECILIA REYNOLDS & HARRY SMALLER
Associate Professors
Faculty of Education, Brock University

"TEACHERS' WORK/TEACHERS' LIVES"
$920.00

TOTAL AWARDS FOR 1990 - $2,060.00

1990 SUSTAINING MEMBERS (SCHOOL BOARDS) OF OERC

Brant County RCSS Board
Bruce County Board of Education
Carleton Board of Education
Central Algoma Board of Education
Chapleau District RCSS Board
Dufferin-Peel RCSS Board
Durham Board of Education
East York Board of Education
Espanola Board of Education
Etobicoke Board of Education
Frontenac County Board of Education
Frontenac-Lennox & Addington County RCSS Board
Fort Frances-Rainy River Board of Education
Geraldton Board of Education
Grey County Board of Education
Haldimand Board of Education
Haliburton County Board of Education
Halton Board of Education
Hamilton Board of Education
Hamilton-Wentworth RCSS Board
Hastings-Prince Edward County RCSS Board
Ignace RCSS Board
Kapuskasing Board of Education
Kapuskasing District RCSS Board
Kenora Board of Education
Kenora District RCSS Board
Kent County Board of Education
Kirkland Lake District RCSS Board
Lakehead Board of Education
Lake Superior Board of Education
Lambton County Board of Education
Lanark County Board of Education
Lanark, Leeds & Grenville County RCSS Board
London Board of Education
London & Middlesex County RCSS Board
Manitoulin Board of Education
Metropolitan Separate School Board
Metropolitan Toronto School Board
Muskoka Board of Education
Nipigon-Red Rock Board of Education
Northern District School Area Board
North of Superior District RCSS Board
North Shore Board of Education
North Shore District RCSS Board
Northumberland & Newcastle Board of Education
North York Board of Education
Conseil des écoles publiques d'Ottawa-Carleton
Ottawa Board of Education
Ottawa RCSS Board
Peel Board of Education
Peterborough-Victoria-Northumberland & Newcastle RCSS Board
Prescott & Russell Public Board of Education
Red Lake Board of Education
Red Lake Combined RCSS Board
Renfrew County RCSS Board
Sault Ste. Marie Board of Education
Sault Ste. Marie District RCSS Board
Scarborough Board of Education
Simcoe County Board of Education
Simcoe County RCSS Board
Stormont, Dundas & Glengarry County Board of Education
Timiskaming Board of Education
Timiskaming RCSS Board
Timmins Board of Education
Timmins District RCSS Board
Victoria County Board of Education
Waterloo Region Catholic School Board
Wellington County Board of Education
Wellington County RCSS Board
West Bay Board of Education
West Parry Sound Board of Education
Windsor Board of Education
Windsor RCSS Board
York Region Board of Education
Lennox & Addington County Board of Education
Toronto Board of Education

1990 CORPORATE MEMBERS OF OERC

Association of Educational Research Officers of Ontario
Brock University
Federation of Women Teachers' Associations of Ontario
Humber College
Laurentian University
McMaster University
Ontario Provincial Federation/Council for Exceptional Children
Ontario English Catholic Teachers' Association
Ontario Institute for Studies in Education
Ontario Public School Boards' Association
Ontario Secondary School Teachers' Federation
Ontario Separate School Trustees' Association
Ontario Teachers' Federation
Phi Delta Kappa, U of T Chapter
Queen's University
University of Ottawa
University of Toronto
University of Western Ontario
University of Windsor
York University

1990 INDIVIDUAL MEMBERS

83 Individual Members: Teachers, Consultants, Principals, Directors of Education, etc.

1991 01 08

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Re: Portable Requirements - 1991

As part of the 1991 Proforma Budget, funds in the amount of $330,000 were requested for the provision of new portable classrooms. The requirement for these facilities was identified as part of our ongoing system accommodation review. The portables are required in order to provide space for additional students who, it is anticipated, will be entering our system in September, 1991.

Because of the lead time required in order to have the portables constructed and in place for the opening of school, it is necessary that the Board identify a supplier as soon as possible. Accordingly, the Superintendent of Plant has tendered for our portable requirements for 1991 and is in receipt of the following tenders:

NRB Inc. Modular Building Systems	$99,840.00
Canadian Portable Structures Limited.	107,970.00
De Cloet Bayham Ltd..	114,966.00
Mobileway Structures Inc.	146,976.00
Voordenhout Bros.	186,900.00
O. Ciccarelli & Son Contracting Ltd.	195,864.00

Recommendations:

(a) The Superintendent of Plant recommends that the tender of NRB Inc. Modular Building Systems be accepted and that a contract be awarded in the amount of $99,840.00.

(b) The Superintendent of Plant recommends that funds be approved in the 1991 Budget in the amount of $330,000 to cover the cost of supply and installation of portables.

Prepared and submitted by: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education & Secretary.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 01 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

Re: Awarding of Contract for Portable Requirements for 1991 - Page 13

Subsequent to the writing of this report, officials have further reviewed the system's portable needs for 1991 and request that this report be withdrawn until all system priorities are more thoroughly assessed.

K. A. Rielly,
Director of Education
and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1
1991 01 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: New Budget Communications Plan

Hamiltonians all have different images of our school system. The more information we provide, the more the image of our school system will be enhanced. A good communications plan can make a powerful difference.

Last month's budget communications plan was adopted but some concerns centered around the hours indicated to carry out strategies. In this plan we have attempted to select strategies which have high impact in relation to the cost, both in terms of hours and the dollars.

In some cases, the necessary hours will be freed up by asking people to push aside work which is not as important as budget communications at this time. Some strategies will fit within regular working hours; others will involve the expense of freeing up staff, i.e. P. R. Committee members. In a large number of cases, personal hours will have to be donated. Cost details are shown in the right-hand column of each strategy. We continue to be mindful of the need to consult with staff at all levels of the system in order to gain the commitment necessary to carry out this plan.

Strategies in this plan continue to focus on our more significant publics regarding the budget issue:

- City Politicians
- Hamilton Spectator staff
- Provincial Government
- staff
- seniors
- business/industry leaders
- taxpayers (individual school areas)
- taxpayers (city-wide)

Our messages will be presented through meetings and mass media -- TV, radio and print.

Although not shown as part of this report, Education Week (May 5 - 11) planning is well underway. This year's Education Week theme "**Education--it's for life**" relates well to our education budget message. Education Week will coincide with budget communications in the many ways that our product will be presented during the week of May 5 - 11.

In order to capitalize on news media opportunities which have major impact, there is no substitute for experience and training This plan advocates equipping key people in our organization to work effectively with the media.

If approved, this plan will undergo further refinement while it is being implemented between now and the end of June. Our P. R. Evaluation Committee will measure the effectiveness of strategies throughout this time period.

Attached are proposed strategies (Appendix A) and the items deleted from the December plan along with rationale (Appendix B).

RECOMMENDATIONS:

- That this new Budget Communications Plan supersede the report of December 11, 1990.
- That the strategies in this new plan be carried out at a direct dollar cost not to exceed $15,020.

Prepared by: The Committee to Study the Budget Review Process, Senior Management and I.M.S. Staff

Submitted by: Rick Kawai, Superintendent of Information Management Services

Approved by: K. A. Rielly, Director of Education and Secretary

Appendix A

Description	Done by	Number 1
Provide in-service on the elements of effective Public Relations, including simulated television and radio interviews involving the Board Chairman, Vice-Chairman, Director and Associate Director. By using the expertise of the SPRC Chairmen an outside agency would not be required.	SPRC Chairmen Preparation Hours 21 Implementation Hours 12 Total Hours 33	Cost $50

Description	Done by	Number 2
Provide a carefully selected video on good Public Relations skills to be shown to staff at: -Area meetings -School staff meetings -Education Centre department meetings (Hours shown do not include viewing time of 20 minutes for each staff member)	Media Subcommittee School Level PR Preparation Hours 8 Implementation Hours 98 Total Hours 106	Cost $250

Description	Done by	Number 3
Trustees and officials to hold two public meetings to discuss education issues and taxpayer concerns. (One meeting on the mountain and one in the lower city.)	Trustees Senior Management Preparation Hours 80 Implementation Hours 80 Total Hours 160	Cost $100

Description

Arrange a meeting between Editorial Board of the Hamilton Spectator and selected Trustees and Officials (four) to discuss education issues.

Done by

Trustees
Senior Management

Number 4

Preparation Hours	40
Implementation Hours	8
Total Hours	48

Cost $0

Description

Trustees invite city Aldermen to attend Area meetings. Prepare agenda items designed to promote a good exchange of information about education today.

Done by

Trustees
Supts of Schools

Number 5

Preparation Hours	10
Implementation Hours	10
Total Hours	20

Cost $0

Description

Members of Senior Management to offer to address the Chamber of Commerce and other associations and service clubs.

Prepare other spokes persons (such as members of our Speakers' Bureau) to assist them in communicating our school system's mission and vision to the public.

Done by

Senior Management

Number 6

Preparation Hours	24
Implementation Hours	8
Total Hours	32

Cost $0

Description	Done by	Number 7
Co-operate with our Teacher Federations in their efforts to improve the image of teachers. OSSTF has already pledged approximately $5,000	Trustees Senior Management	

Preparation Hours	20
Implementation Hours	4
Total Hours	24

Cost $1,500

Description	Done by	Number 8
Compile budget information to produce various print documents such as: - a tax bill insert (see #9) - a pocket-size quick facts card for use by Trustees and staff - a layout which schools can individualize and insert into their school-to-parent newsletters and/or use as a hand-out at open houses - a letter to distribute to co-op employers - articles in the School Team, etc.	IMS Communications Finance Dept.	

Preparation Hours	60
Implementation Hours	100
Total Hours	160

Cost $0

Description	Done by	Number 9
Prepare an insert regarding the school system budget for the city tax bill.	IMS Communications Finance Dept.	

Preparation Hours	40
Implementation Hours	8
Total Hours	48

Cost $6,000

Description

Invite reporters to:
- teach or assist a teacher for a day
- view school programs in action

These may result in positive newspaper articles or TV news features.

Utilize the potential of Brabant Newspapers to increase positive and extensive school coverage.

Media Subcommittee will assist schools with arrangements.

Done by

School Level PR
Schools All
Media Subcommittee

Preparation Hours	40
Implementation Hours	30
Total Hours	70

Number 10

Cost $0

Description

Arrange for subject and special services staff to appear as guests on Hamilton radio talk shows and TV programs.

Aim for ten appearances.

Done by

Curriculum Dept.

Preparation Hours	40
Implementation Hours	10
Total Hours	50

Number 11

Cost $0

Description

Schools and Area Offices to provide Cable 14 with information for the community billboard (electronic messages which scroll across the screen when programs are not running).

Done by

Schools All
Supts of Schools

Preparation Hours	4
Implementation Hours	10
Total Hours	14

Number 12

Cost $0

Description

Invite reporters to:
- teach or assist a teacher for a day
-view school programs in action

These may result in positive newspaper articles or TV news features.

Utilize the potential of Brabant Newspapers to increase positive and extensive school coverage.

Media Subcommittee will assist schools with arrangements.

Done by

School Level PR
Schools All
Media Subcommittee

Number 10

Preparation Hours	40
Implementation Hours	30
Total Hours	70

Cost $0

Description

Arrange for subject and special services staff to appear as guests on Hamilton radio talk shows and TV programs.

Aim for ten appearances.

Done by

Curriculum Dept.

Number 11

Preparation Hours	40
Implementation Hours	10
Total Hours	50

Cost $0

Description

Schools and Area Offices to provide Cable 14 with information for the community billboard (electronic messages which scroll across the screen when programs are not running).

Done by

Schools All
Supts of Schools

Number 12

Preparation Hours	4
Implementation Hours	10
Total Hours	14

Cost $0

Description

Individual schools (with the additional support of our Media Public Relations Committee) to jointly produce videos with Cable 14 featuring our school system.

Done by

Schools All
Media Subcommittee

Number 13

Preparation Hours	16
Implementation Hours	200
Total Hours	216

Cost $250

Description

Schools to explore new ways to present messages to the community, such as:
- placing school messages on McDonald's tray liners
- students writing letters to non-parent taxpayers who live near the school

Done by

Schools All
External Subcommittee

Number 14

Preparation Hours	4
Implementation Hours	40
Total Hours	44

Cost $0

Description

Seek the co-operation of Home and School associations in carrying out this plan. Advise these associations that Trustees and Senior Officials would be pleased to attend their meetings as guests.

Done by

External Subcommittee

Number 15

Preparation Hours	4
Implementation Hours	26
Total Hours	30

Cost $0

Description | **Done by** | Number 16

Assist the Ontario Public School Boards' Association in its efforts, taking advantage of their planned communications initiatives.

Cost shown is if OPSBA proposal is adopted.

Trustees
Senior Management

Preparation Hours	2
Implementation Hours	40
Total Hours	42

Cost $3,600

Description | **Done by** | Number 17

Increase public awareness of Board and its Committee meetings by:
- using Cable 14's Electronic Billboard
- placing messages on school signs
- placing a changeable-message sign in front of the Education Centre

Continue to send our meetings calendar to the news media.

Minute Room
External Subcommittee
Plant Department

Preparation Hours	20
Implementation Hours	8
Total Hours	28

Cost $0

Description | **Done by** | Number 18

Provide appropriate resources to deal with telephone enquiries which arise at budget time (300 plus in 1990).

Trustees
IMS Communications
Finance Dept.

Preparation Hours	10
Implementation Hours	90
Total Hours	100

Cost $0

Number 19

Description

Develop ways (such as mall displays and presentations which involve students) to attract more non-parent taxpayers to our Continuing Education program thus providing adults with more direct return on their tax investment.

Done by

Continuing Ed Dept

Preparation Hours	100
Implementation Hours	200
Total Hours	300

Cost $250

Number 20

Description

Prepare messages focusing on the importance of education in today's society. Trustees and staff may wish to arrange to have these presented in their own places of worship.

Done by

IMS Communications
Trustees
All Staff

Preparation Hours	40
Implementation Hours	24
Total Hours	64

Cost $20

Number 21

Description

Evaluate adopted communication strategies to provide feedback on the effectiveness of each.

Done by

Evaluation Subcommittee

Preparation Hours	40
Implementation Hours	300
Total Hours	340

Cost $3,000

Average Strategy Hours	92	**Average Strategy Cost**	$715
Total Hours	1,929	**Total Cost**	$15,020

Cost shown is if OPSBA proposal ($3,600) is adopted.

Appendix B--December Strategies Not Included

1. Compare facts and figures relating our Board to those of other Boards and make the data available through school-to-community newsletters, events, and news media. (Will be done in other ways.)

2. Prepare and distribute a monthly document to all staff containing analysis of recent newspaper articles regarding the 1991 budget situation and background information. (Will be done to a limited extent.)

3. Lend support to citizens' groups who approach us for help in their efforts to improve equity/fairness within the tax system. (Can be done outside.)

4. Investigate establishing a Tri-Board structure to publicize educational initiatives. (May be included at a later date.)

December 1990

Mr. Keith Rielly,
Director of Education,
Hamilton Board of Education,
Box 558, 100 Main St. West,
Hamilton, Ont.
L8N 3L1

Dear Mr. Rielly;

May we take this opportunity to (re) introduce you to the Arts Education Council of Ontario (AECO) which was presented at recent REC Meetings, and to ask for your support for our projects.

AECO is a newly formed organization dedicated to the promotion of arts education and education in the arts for all students across our province. An Executive Committee of twelve members leads the organization representing teachers, administrators, coordinators, consultants from many boards, as well as independent artists, and Faculties of Education. The AECO is not affiliated with the Ministry of Education, a particular Board of Education or Teachers' Federations, but rather, it is an independent council organized to assist boards, teachers and administrations to provide quality programs in the arts for students in both elementary and secondary schools.

The aims of AECO include:

- cooperating with other arts advocacy groups for the improvement of arts education;
- providing Boards of Education with current arts education information for teachers and administrators;
- providing information on arts resources;
- providing Boards of Education with arts policies information;
- providing arts education information and responding to the Ministry of Education and Faculties of Education;
- informing teachers and arts educators of courses, workshops, conferences, seminars and lectures;
- responding to and facilitating innovative and/or research projects in arts education; and
- affiliating with educational, professional and community arts groups;

15 Oakburn Crescent
North York, Ont
Canada M2N 2T5

We are dedicated to assisting;

The Student	-	by encouraging Boards of Education to provide quality arts education programs
The Teacher	-	by providing information and access to professional development opportunities
The Board Administration	-	by providing current data, research and practices on education in the arts
	-	by providing information on arts education evaluation processes
	-	by accessing arts education policies
	-	by promoting advocacy for the arts in education

As a Director of Education you are already very knowledgeable about the values of arts education and education in the arts for young people. unfortunately, the arts are not often very high in educational priority in some boards or schools. Nor are all teachers, particularly at the elementary level, well trained in teaching the arts.

Some areas of the curriculum such as Technological Studies, Science and Computer Education are presently and appropriately receiving special financial support. AECO's concern is that a balance of support is provided for the arts curricula which include Music, Visual Arts, Drama, and soon Dance.

AECO is requesting your Board's financial support so that we may carry out our mandate to assist your staff to do a better job for students in arts education. Our budget for this next year, to realize the previously mentioned aims, is $125,000. To date AECO has received $6,000 seed money from the Ministry of Education, and $10,000 from a private Foundation to carry out specific projects (The Artspaper premiere issue, brochure, mailings) Our new budget will provide staffing costs, office equipment and supplies, telephone, mailing, meeting expenses, production of the Artspaper (3 times per year), and the beginning of a databank resource for boards and staff.

In order to equitably share the costs we have divided the $125,000 requested by the F.T.E. teachers in a board as compared to the provincial total F.T.E. number of teachers. (based on Education Statistics Ontario 1987 - the most recent figures available to us)

With this equation the Hamilton Board's share would be $2850.00 (to the nearest $25.00)

AECO would be most grateful for this financial support! A receipt will be forwarded promptly upon receiving your contribution.

Through the generosity of the North York Board of Education, and in particular, the Director of Education Veronica Lacey, AECO now has a temporary home and we would invite you to send your contribution to our new address.

We would ask you to forward a cheque to the

Arts Education Council of Ontario
Oakburn Centre
15 Oakburn Cres.
North York, Ontario
M2N 2T5

The Future

AECO's specific projects over the next two or three years include:

1. The Artspaper
   - produced three times a year as an informative newspaper on the arts across the province
   - distributed freely to all schools, board offices, Ministry of Education, universities, community colleges, arts organizations
   - an advocate and communicator for the arts in education

2. Professional Development
   - to promote and enhance professional development opportunities for teachers across the province

3. Arts Education for teachers
   - to promote vigourously better pre-service arts training for teachers
   - to actively participate with Faculties of Education to include teacher training in all the arts areas (pre and post-service)

4. Coordination of Arts Organizations
   - to promote a partnership in arts education with the professional arts associations (Ontario Music Educators' Association, Ontario Society of Education through Art, Ontario Arts Council Etc. and the Regional Arts Advisory Councils)

5. Databank
   - to develop a data resource for teachers, boards, administrators which will provide information about arts resources, curriculum, evaluation, arts policies, personnel networking, bulletin board facilities.

As you can see we wish to do a great deal to improve the arts experiences for students in the future! May we count on your board to support our work? AECO promotes activities which will ultimately assist the development of students who

will be critical responsive thinkers, creative and imaginative problem solvers who are better prepared to meet the challenges of today and tomorrow!

Thank you for your support and involvement!

Sincerely yours,

IAWoolley

Ivan A. Woolley
(on behalf of AECO.)

ANOTHER REQUEST:

Some Boards of Education have completed, while others are in the process of developing, Arts Policies which present a philosophical statement about arts education and practical regulations for delivery of the arts to students.

If your board has an Arts Policy would you kindly share a copy with AECO?

Send to: Arts Education Council of Ontario,
Oakburn Centre
15 Oakburn Cres.
North York, Ontario
M2N 2T5

THANK YOU!

FOR YOUR USE:

To present AECO, and its request for financial support, to your Administration and/or Board of Education.

AECO

(Arts Education Council of Ontario)

↓

Membership - $20. annually

↓

The Constitution

↘

Executive Committee

12 Members

- Teachers, Administrators, coordinators, consultants, Artists, Faculties of Education (French and English)

↙ Membership Committee

↙ Nomination and Constitution Committee

↓ Financial Campaign Committee

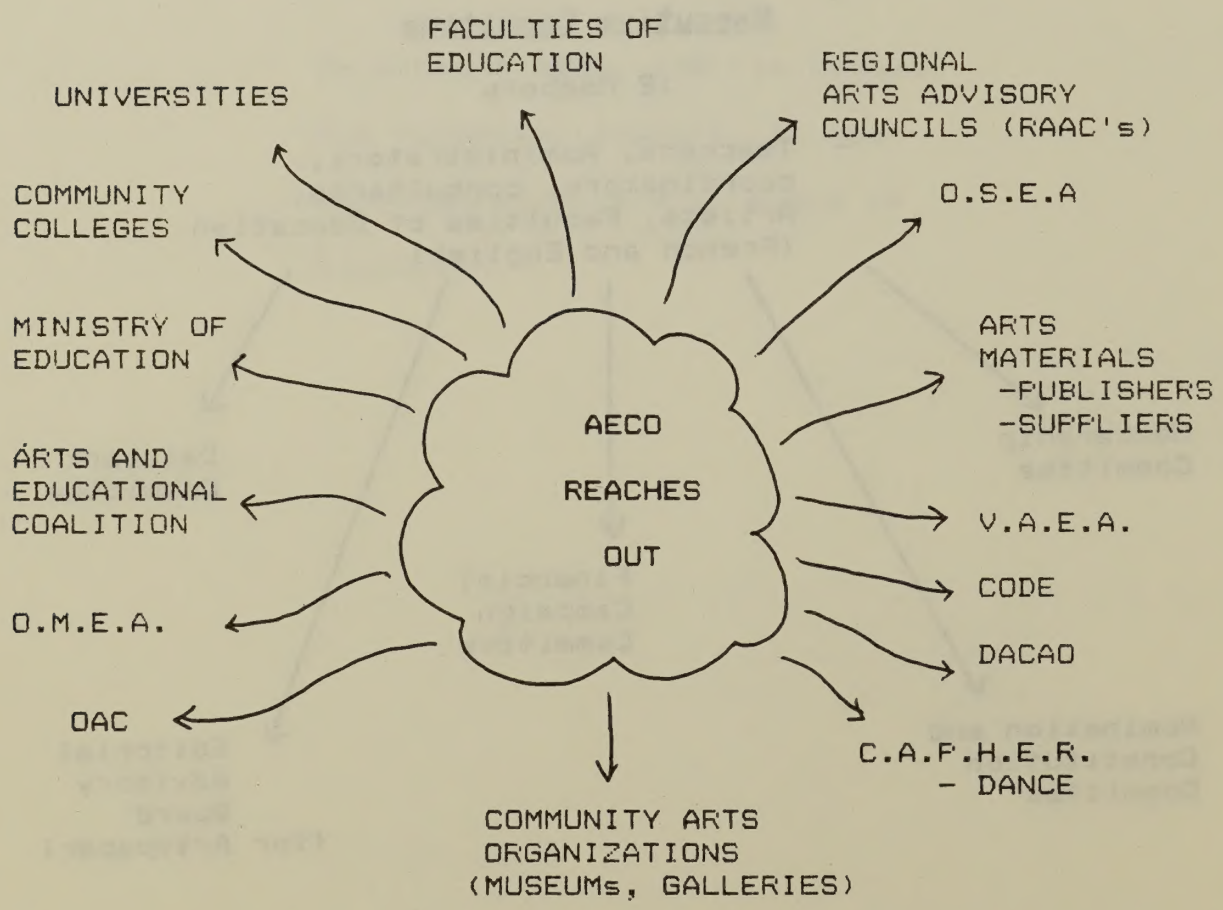
↘ Editorial Advisory Board (for Artspaper)

↘ Databank Committee

- Monthly meetings for each committee
- two yearly meetings - all members invited (AGM)

AECO CONNECTS WITH OTHER ARTS ORGANIZATIONS

- representation on other organization's committees
- encouragement of partnership in the arts
- contributions to the Artspaper - other Arts Groups



AECO'S FINANCIAL REQUEST

Budget Required
$125,000

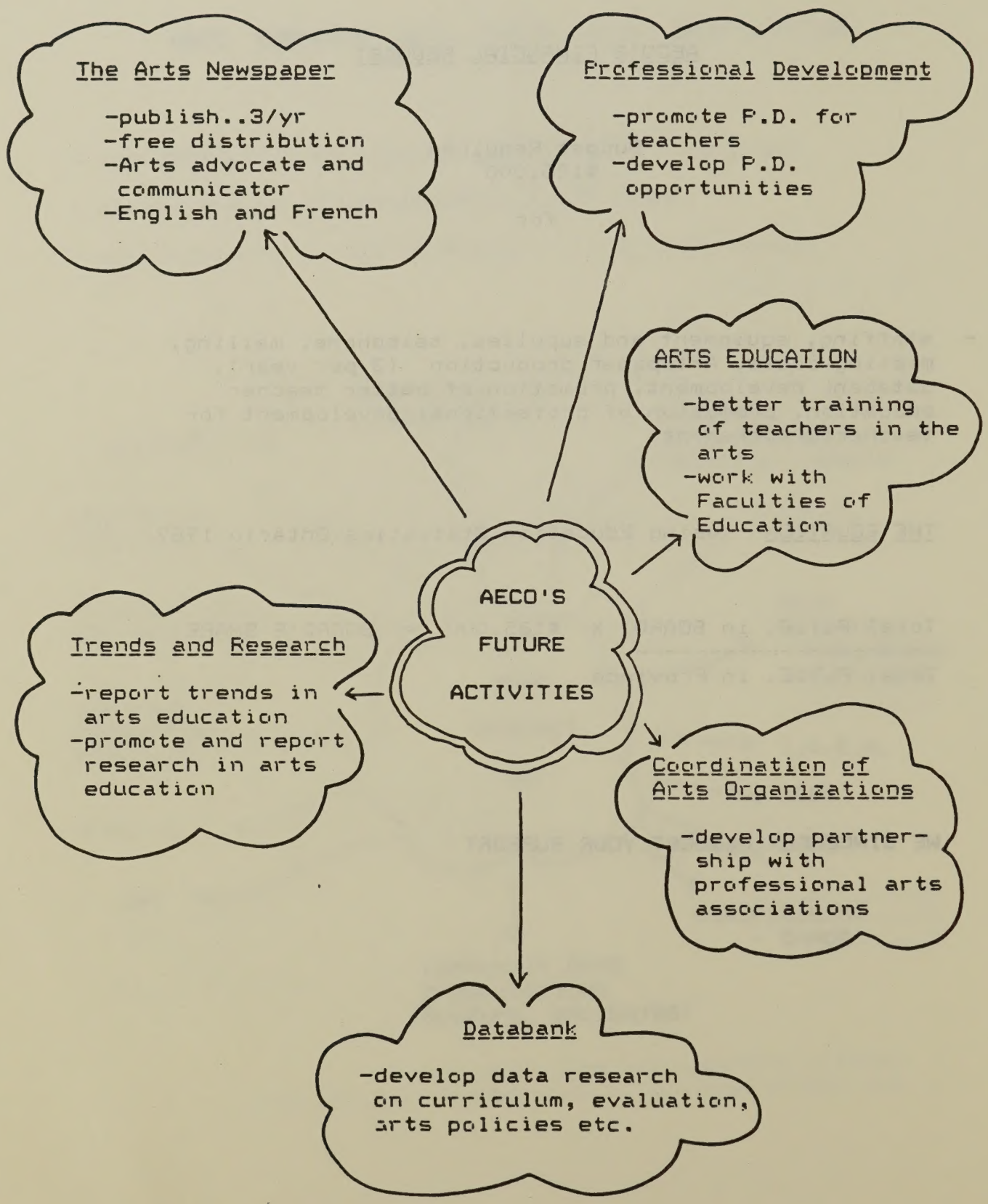
for

- staffing, equipment and supplies, telephone, mailing, meeting costs, Artspaper production (3 per year), databank development, promotion of better teacher education, promotion of professional development for teachers, workshops.

THE EQUATION - using Education Statistics Ontario 1987

$$\frac{\text{Total F.T.E. in BOARD}}{\text{Total F.T.E. in Province}} \times \$125{,}000 = \text{BOARD'S SHARE}$$

WE SINCERELY REQUEST YOUR SUPPORT


The Arts Newspaper
-publish..3/yr
-free distribution
-Arts advocate and communicator
-English and French
Professional Development
-promote P.D. for teachers
-develop P.D. opportunities
ARTS EDUCATION
-better training of teachers in the arts
-work with Faculties of Education
AECO'S FUTURE ACTIVITIES
Trends and Research
-report trends in arts education
-promote and report research in arts education
Coordination of Arts Organizations
-develop partnership with professional arts associations
Databank
-develop data research on curriculum, evaluation, arts policies etc.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. D. Marshall (Chairman); Trustees Allen, Bishop, Mulholland (represented Miss Cunningham), Patenaude Barker, Mesdames Oommen, Riis-Culver, Mr. Adamson and Dr. Newberry.

Also Present: Trustee J. Desmarais
T. Fulton (Secondary School Principals' Council)
A. Kunc (Hamilton Principals' Association)
A. Mutart (Hamilton Teacher Federation)

Officials Present: R. Adams (Co-ordinator, Special Education)

The Committee recommends:

GENERAL

1. That the Special Education Advisory Committee (Hamilton Board of Education) support the initiative of the Wentworth County Board of Education for a joint Special Education Advisory Committee meeting with the three area School Boards.

Respectfully submitted,

Dr. D. Marshall
Chairman

Meeting Room
1990 12 12

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 01 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

(a) That the following trip request be approved:

(i) Delta, French/Art. Paris, France, 1991 0315-23 (Friday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(b) That the following trip request be added to clause (a):

(ii) Sherwood, Grade 9-OAC, Mount St. Louis, 1991 02 25 (Monday)

A G E N D A

of the

OPERATIONS MANAGEMENT COMMITTEE

1991 02 12

Confirmation of the minutes of the 1991 01 08 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on Home & School meeting - Trustees Cunningham and Clarke

NEW BUSINESS:

1. Budget Review Meeting Dates - **Page 1**
2. Cash Flow Report - **Pages 2 to 5**
3. Short Term Investments Report - **Replacement Pages 6 to 9, Pages 10 and 11**
4. Appointment of Architects for 1991 - **Page 12**
5. National Teacher Appreciation Week - Home and School Association (requested by Trustee Hill)
6. Letter from Ontario School Trustee's Council regarding the Ontario Secondary School Students Association - **Page 13**
7. Correspondence from Ottawa Board of Education re: Costs of educating immigrant students (referred by Board, 1991 01 17) - **Pages 14 to 16**
8. Report regarding Student Trips - **Pages 17 and 18**
9. Amendments to Bill 12 re number of trustees for 1991 Elections - **Please refer to separate attachment plus Pages 18A and 18B**
10. Report of the Committee to Study the Budget Review Process - **Pages 19 to 21**
11. Report of the Special Education Advisory Committee - **Page 22**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 23 and 24**

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1991 02 12.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: BUDGET REVIEW MEETING DATES

The tentative dates to review the 1991 Estimates are as follows:

March 25, 1991	Budget Review Committee
March 26, 1991	Budget Review Committee
April 2, 1991	French Language Section Budget Review
April 3, 1991	Budget Review Committee
April 10, 1991	Budget Review Committee
April 16, 1991	Budget Review Committee French Language Section Budget Review Special Board.

On April 22, 1991, our levy requirements are to be submitted to Mr. J. D. Thompson, Secretary, Finance and Administration Committee at City Hall and presented to City Council on April 30, 1991.

The format for presentation this year will be similar to last year. Our review will focus on an executive summary which highlights the year to year changes in the budget as opposed to a detailed review of each classification of revenue and expenditure. The Summary of Financial Information (binder) will include financial details by economic classification as in past years.

RECOMMENDATION:

That the Budget Review Meeting Dates be received for information.

Prepared and Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer.

Approved by: K. A. Rielly, Director of Education and Secretary.

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen: **RE: CASH FLOW REPORT**

I am pleased to present the Cash Flow report for the period from September 1, 1990 to December 31, 1990. This report is based upon the approved budget of $248,085,579.

REVENUE FUND

Cash receipts are reported as follows by source:

Levy receipts from the City of Hamilton were received in accordance with their letter of 1990 05 25.

Grant receipts from the Province of Ontario were received in accordance with the Ministry of Education memorandum B3, 1990 02 27.

CAPITAL RESERVE FUND

The major Capital fund receipts for 1990 were investment interest earnings, site sales, and a transfer from the Revenue Fund.

The major Capital fund expenditures for 1990 were the new Sir Wilfrid Laurier school and the renovations to Centennial, Peace Memorial, Adelaide Hoodless and G.L. Armstrong.

RECOMMENDATION

That the Cash Flow report as of December 31, 1990 be received for information.

Prepared by: Michael Newman,
Accounting Analyst.

Submitted by: Paul E. Shewfelt
Superintendent of Finance
and Treasurer.

Approved by: Keith A. Rielly
Director of Education
and Secretary of the Board.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REVENUE FUND

1990 CASH FLOW

(000'S OMITTED)

MONTH	RECEIPTS	DISBURSEMENTS	NET CASH IN (OUT)	BALANCE AVAILABLE	INVESTED IN PORTFOLIO	INVESTED IN BANK	INVESTED IN BORROWED
ACTUAL							
Balance Forward 1990 01 01				$13,853	12,850	1,003	-
January	15,657	22,775	(7,118)	6,735	7,505	(770)	-
February	19,897	23,142	(3,245)	3,490	2,475	1,015	-
March	22,810	27,763	(4,953)	(1,463)	175	(1,638)	-
April	29,539	28,543	996	(467)	0	(467)	5,016
May	35,614	35,137	477	10	0	10	-
June	34,693	35,106	(413)	(403)	570	(973)	-
July	30,868	22,272	8,596	8,193	8,300	(107)	-
August	17,321	11,551	5,770	13,963	15,020	(1,057)	-
September	21,013	19,814	1,199	15,162	15,540	(378)	-
October	24,036	26,836	(2,800)	12,362	0	12,362	-
November	21,322	25,101	(3,779)	8,583	9,165	(582)	-
December	31,247	33,342	(2,095)	6,488	5,450	1,038	-
TOTAL	304,017	311,382					

1991 02 12

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1990 PROJECTED CASH FLOW

SOURCE OF FUNDS (000'S)

MONTH	REVENUES			BORROWINGS	TOTAL
	MUNICIPAL TAX LEVY	LEGISLATIVE GRANTS	MISCELLANEOUS		
ACTUAL					
January	11,038	3,678	941	-	15,657
February	11,038	3,746	4,413	700	19,897
March	9,892	6,460	1,525	4,933	22,810
April	10,633	6,386	1,609	10,911	29,539
May	13,227	13,612	565	8,210	35,614
June	13,582	7,912	4,367	8,832	34,693
July	13,582	7,292	761	9,233	30,868
August	13,582	2,322	1,417	-	17,321
September	13,582	5,254	2,177	-	21,013
October	13,582	5,278	5,176	-	24,036
November	13,582	5,278	2,462	-	21,322
December	21,575 *	5,347	2,505	1,820	31,247
TOTAL	158,895	72,565	27,918	44,639	304,017

* Includes payments in lieu, telephone and telegraph and supplementary taxes.

1991 02 12

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CAPITAL RESERVE FUND

1990 CASH FLOW

(000'S OMITTED)

MONTH	RECEIPTS	DISBURSEMENTS	NET CASH IN (OUT)	BALANCE AVAILABLE	INVESTED IN PORTFOLIO	INVESTED IN BANK	INVESTED IN LOANED
ACTUAL							
Balance Forward 1990 01 01				$7,626	7,619	7	-
January	111	258	(147)	7,479	7,474	5	-
February	90	507	(417)	7,062	7,053	9	-
March	55	1	54	7,116	7,113	3	-
April	876	605	271	7,387	7,375	12	-
May	80	0	80	7,467	7,465	2	-
June	79	374	(295)	7,172	7,168	4	-
July	74	294	(220)	6,952	6,950	2	-
August	64	1,015	(951)	6,001	5,997	4	-
September	1,075	1,212	(137)	5,864	5,855	9	-
October	62	1	61	5,925	4,780	1,145	-
November	58	1,236	(1,178)	4,747	4,730	17	-
December	48	977	(929)	3,818	3,810	8	-
TOTAL	2,672	6,480					

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen: **RE: SHORT TERM INVESTMENTS**

I am pleased to present the Short Term Investments report for the period from October 1, 1990 to December 31, 1990.

REVENUE FUND

Interest earned to date in 1990 amounts to $457,962 vs $1,039,189 in 1989.

CAPITAL RESERVE FUND

Interest earned to date in 1990 amounts to $860,379 vs $810,717 in 1989.

RETIREMENT GRATUITY RESERVE FUNDS

Interest earned to date in 1990 amounts to $779,921 vs $776,779 in 1989.

Total interest earned in 1990 amounts to $2,098,262 as compared to $2,626,685 in 1989.

RECOMMENDATION

That the Short Term Investments report as of December 31, 1990 be received for information.

Prepared by: Michael Newman
Accounting Analyst

Submitted by: Paul E. Shewfelt
Superintendent of Finance
and Treasurer.

Approved by: Keith A. Rielly
Director of Education
and Secretary of the Board

(REPLACEMENT FOR) PAGE 7

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE 4TH QUARTER OF 1990

REVENUE FUND

	BANK	AMOUNT	TERM			RATE	INTEREST EXPECTED	INTEREST THIS QUARTER
MATURITIES	BC-t	15,540,000	09/28/90	-	10/01/90	12.375%	15,806	5,269
	BNS-t	14,130,000	10/01/90	-	10/02/90	12.375%	4,791	4,791
	TD-t	13,565,000	10/02/90	-	10/03/90	12.875%	4,785	4,785
	BNS-t	10,880,000	10/03/90	-	10/04/90	12.625%	3,763	3,763
	BNS-t	10,815,000	10/04/90	-	10/05/90	12.875%	3,815	3,815
	BC-t	10,330,000	10/05/90	-	10/09/90	12.500%	14,151	14,151
	BC-t	9,530,000	10/09/90	-	10/10/90	12.500%	3,264	3,264
	BM-t	8,765,000	10/10/90	-	10/11/90	12.250%	2,942	2,942
	BNS-t	7,825,000	10/11/90	-	10/12/90	12.250%	2,626	2,626
	BNS-t	11,120,000	10/12/90	-	10/15/90	12.250%	11,196	11,196
	BNS-t	10,445,000	10/15/90	-	10/16/90	12.375%	3,541	3,541
	BNS-t	10,440,000	10/16/90	-	10/17/90	12.500%	3,575	3,575
	BC-t	13,555,000	10/17/90	-	10/18/90	12.375%	4,596	4,596
	BC-t	13,470,000	10/18/90	-	10/19/90	12.375%	4,567	4,567
	BNS-t	13,365,000	10/19/90	-	10/22/90	12.625%	13,868	13,868
	BNS-t	13,275,000	10/22/90	-	10/23/90	12.750%	4,637	4,637
	BNS-t	13,090,000	10/23/90	-	10/24/90	12.750%	4,573	4,573
	BM-t	12,070,000	10/24/90	-	10/25/90	12.250%	4,051	4,051
	BC-t	10,170,000	10/25/90	-	10/26/90	12.125%	3,378	3,378
	BC-t	14,890,000	10/26/90	-	10/29/90	12.375%	15,145	15,145
	BC-t	14,870,000	10/29/90	-	10/30/90	12.125%	4,940	4,940
	BC-t	14,715,000	10/30/90	-	10/31/90	11.875%	4,787	4,787
	BC-t	13,075,000	11/01/90	-	11/02/90	12.375%	4,433	4,433
	BC-t	13,010,000	11/02/90	-	11/05/90	12.375%	13,233	13,233
	BC-t	10,270,000	11/05/90	-	11/06/90	12.375%	3,482	3,482
	BNS-t	10,315,000	11/06/90	-	11/08/90	12.375%	6,994	6,994
	BC-t	9,325,000	11/08/90	-	11/09/90	12.500%	3,193	3,193
	BC-t	8,400,000	11/09/90	-	11/13/90	12.375%	11,392	11,392
	BC-t	600,000	11/13/90	-	11/14/90	12.375%	203	203
	BNS-t	7,195,000	11/13/90	-	11/15/90	12.250%	4,830	4,830
	BC-t	450,000	11/15/90	-	11/16/90	12.375%	153	153
	BC-t	250,000	11/16/90	-	11/19/90	12.500%	257	257
	BC-t	1,000,000	11/15/90	-	11/20/90	12.375%	1,695	1,695
	BC-t	3,775,000	11/19/90	-	11/20/90	12.625%	1,306	1,306
	BC-m	1,750,000	11/15/90	-	11/22/90	12.250%	4,111	4,111
	BC-t	1,000,000	11/15/90	-	11/23/90	12.250%	2,685	2,685
	BNS-t	2,000,000	11/20/90	-	11/26/90	12.375%	4,068	4,068
	BNS-t	250,000	11/28/90	-	11/29/90	11.500%	79	79
	BC-t	2,060,000	11/15/90	-	11/30/90	12.250%	10,371	10,371
	BNS-t	2,250,000	11/20/90	-	12/03/90	12.375%	9,917	9,917
	BC-m	850,000	11/22/90	-	12/05/90	12.000%	3,633	3,633
	BM-t	560,000	11/23/90	-	12/05/90	12.500%	2,301	2,301
	BNS-t	1,585,000	11/26/90	-	12/05/90	12.250%	4,788	4,788
	BNS-t	1,000,000	11/28/90	-	12/05/90	12.350%	2,368	2,368
	BNS-t	1,000,000	11/28/90	-	12/06/90	12.350%	2,707	2,707
		358,825,000					236,996	226,459

PORTFOLIO SUMMARY (Continued)

REVENUE FUND (CONTINUED)

	BANK	AMOUNT	TERM	RATE	INTEREST EXPECTED	INTEREST THIS QUARTER
BALANCE FORWARD		358,825,000			236,996	226,459
MATURITIES	BNS-t	1,140,000	11/28/90 - 12/07/90	12.350%	3,472	3,472
(CONTINUED)	BNS-t	780,000	11/30/90 - 12/10/90	12.000%	2,564	2,564
	BC-t	410,000	12/07/90 - 12/10/90	12.000%	404	404
	BNS-t	500,000	12/04/90 - 12/10/90	12.000%	986	986
	BNS-t	1,675,000	12/03/90 - 12/11/90	12.150%	4,461	4,461
	BNS-t	975,000	12/11/90 - 12/12/90	12.250%	327	327
	BNS-t	535,000	12/04/90 - 12/12/90	12.000%	1,407	1,407
	BM-t	640,000	12/12/90 - 12/13/90	11.875%	208	208
	BC-m	250,000	12/05/90 - 12/14/90	11.500%	709	709
	BC-m	625,000	12/10/90 - 12/14/90	11.875%	813	813
	BC-m	650,000	12/10/90 - 12/17/90	11.875%	1,480	1,480
	BC-t	255,000	12/14/90 - 12/17/90	12.000%	252	252
	BNS-t	595,000	12/18/90 - 12/19/90	11.625%	190	190
	BNS-t	1,200,000	12/18/90 - 12/20/90	11.500%	756	756
	BNS-t	550,000	12/18/90 - 12/24/90	11.625%	1,051	1,051
	BNS-t	800,000	12/18/90 - 12/27/90	11.625%	2,293	2,293
	BNS-t	4,310,000	12/21/90 - 12/27/90	11.625%	8,236	8,236
	BC-t	4,365,000	12/27/90 - 12/28/90	11.250%	1,345	1,345
	BNS-t	440,000	12/18/90 - 12/31/90	11.625%	1,822	1,822
TOTAL REVENUE FUND MATURITIES		$379,520,000				
INVENTORY	BNS-t	5,450,000	12/31/90 - 01/07/91	11.000%	11,497	0
TOTAL REVENUE FUND INVENTORY		$5,450,000				

REVENUE FUND INTEREST EARNED THIS QUARTER	$259,235
LESS: INTEREST EXPENSE - GRATUITY RESERVE FUND	(1,571)
TOTAL REVENUE FUND INTEREST EARNED THIS QUARTER	$257,664
TOTAL REV. FUND INT. EARNED IN PRIOR QUARTERS	200,298
TOTAL REVENUE FUND INTEREST EARNED THIS YEAR	$457,962

PORTFOLIO SUMMARY (Continued)

CAPITAL RESERVE FUND

	BANK	AMOUNT	TERM	RATE	INTEREST EXPECTED	INTEREST THIS QUARTER
MATURITIES	BNS-t-S	1,650,000	08/31/90 - 10/15/90	12.800%	26,038	8,679
	BC-m-S	1,525,000	09/17/90 - 10/31/90	12.750%	23,439	16,514
	BNS-t-E	1,125,000	09/28/90 - 10/31/90	12.580%	12,795	12,020
	BNS-t-S	1,555,000	09/28/90 - 11/16/90	12.570%	26,240	25,169
	BNS-t-S	1,675,000	10/15/90 - 11/30/90	12.470%	26,324	26,324
	BNS-t-E	500,000	11/01/90 - 11/30/90	12.000%	4,767	4,767
	BC-t-S	1,550,000	10/31/90 - 12/14/90	12.000%	22,422	22,422
	BC-t-S	1,575,000	12/14/90 - 12/17/90	12.000%	1,553	1,553
	BNS-t-S	1,580,000	11/16/90 - 12/28/90	12.400%	22,544	22,544
	BNS-t-S	1,605,000	12/28/90 - 12/31/90	10.500%	1,385	1,385
TOTAL CAPITAL FUND MATURITIES		$14,340,000				
INVENTORY	BNS-t-S	1,600,000	11/30/90 - 01/15/91	12.000%	24,197	16,307
	BNS-t-S	1,575,000	12/17/90 - 01/31/91	11.900%	23,107	7,189
	BC-m-S	635,000	12/31/90 - 01/15/91	11.125%	2,903	0
TOTAL CAPITAL FUND INVENTORY		$3,810,000				

TOTAL CAPITAL FUND INTEREST EARNED THIS QUARTER	$164,873
TOTAL CAP. FUND INT. EARNED IN PRIOR QUARTERS	695,506
TOTAL CAPITAL FUND INTEREST EARNED THIS YEAR	$860,379

PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

	BANK	AMOUNT	TERM	RATE	INTEREST EXPECTED	INTEREST THIS QUARTER
MATURITIES	BNS-t	1,900,000	09/17/90 - 10/15/90	12.800%	18,656	9,995
	BNS-t	2,290,000	09/28/90 - 10/31/90	12.580%	26,046	24,467
	BNS-t	2,500,000	09/28/90 - 11/16/90	12.570%	42,187	40,465
	BNS-t	1,920,000	10/15/90 - 11/30/90	12.470%	30,174	30,174
	BC-t	2,315,000	10/31/90 - 12/14/90	12.000%	33,488	33,488
	BC-t	2,335,000	12/14/90 - 12/17/90	12.000%	2,303	2,303
	BNS-t	2,545,000	11/16/90 - 12/28/90	12.400%	36,313	36,313
	BNS-t	590,000	12/28/90 - 12/31/90	10.500%	509	509
TOTAL RESERVE FUND MATURITIES		$16,395,000				
INVENTORY	BNS-t	1,940,000	11/30/90 - 01/15/91	12.000%	29,339	19,772
	BNS-t	2,340,000	12/17/90 - 01/31/91	11.900%	34,331	10,681
	BNS-t	2,385,000	12/31/90 - 02/15/91	11.375%	34,190	0
TOTAL GRATUITY FUND INVENTORY		$6,665,000				
TOTAL PORTFOLIO		$15,925,000				

GRATUITY RESERVE FUND INTEREST THIS QUARTER	$208,167
ADD: INTEREST REVENUE EARNED FROM FUNDS LOANED TO REVENUE ACCOUNT	1,571
TOTAL GRATUITY RES. FUND INT. EARNED THIS QTR.	$209,738
TOTAL GRATUITY RES. FUND INT. EARNED IN PRIOR QUARTERS	570,183
TOTAL GRATUITY RES. FUND INT. EARNED THIS YEAR	$779,921
TOTAL PORTOLIO INTEREST EARNED THIS QUARTER	$632,275
TOTAL PORTFOLIO INTEREST EARNED THIS YEAR	$2,098,262
TOTAL PORTFOLIO INTEREST TO DATE - 1989	$2,626,685
TOTAL INTEREST EARNED INCREASE (DECREASE) OVER 1989	($528,423)

Legend

BNS = Bank of Nova Scotia
BC = Bank of Commerce
BM = Bank of Montreal
RB = Royal Bank
TD = Toronto Dominion

t = term deposit
m = mortgage
p = properties

E = Elementary
S = Secondary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SUMMARY OF INTERNAL BORROWINGS & INTEREST

OCTOBER 1, 1990 - DECEMBER 31, 1990

31-Dec-9

DATE BORROWED	SOURCE OF FUNDS	AMOUNT BORROWED	RATE	ACCRUED INTEREST	DATE REPAID	AMOUNT REPAID	INTEREST REPAID	OUTSTANDING LOAN BALANCE	TOTAL OUTSTANDING LOAN BALANCE	TOTAL INTEREST EXPENSE
28-Dec-90	GRAT.RES	1,820,000	10.50%	0.00	31-Dec-90	1,820,000	1,570.68	0	0	1,570.68
		$ 1,820,000		$0.00		$ 1,820,000	$ 1,570.68			$ 1,570.68

1991 02 12

To the Chairman and Members
Operations Management Committee,
Board of Education,
Hamilton.

Ladies & Gentlemen:

Re: Appointment of Architects,
Renovations

As part of the C.E.F.(Capital Expenditure Forecast 1991-95), the Board has identified the following high priority capital projects which it has proposed for construction in 1991. In addition, the Director's Accommodation Committee Report recommended that the Superintendent of Plant be authorized to engage Architects to design and supervise construction of several of these projects. Accordingly, it is necessary to commence design work on these projects as soon as possible so that tendering can take place in the Spring of 1991. Therefore, the Superintendent of Plant recommends that the Architects noted be engaged for the projects identified.

Recommendation:

It is recommended that the Superintendent of Plant engage:

(a) The firm of Moeller & Hassell for professional services for the renovation of Gibson and Tweedsmuir Elementary Schools.

(b) The firm of Rankin Architect Inc. for renovation of Hillcrest Elementary School.

(c) The firm of Svedas Koyanagi for renovation of Memorial Elementary School.

Prepared and submitted: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education
and Secretary.

1991 01 30

THE BRANT COUNTY BOARD OF EDUCATION

349 ERIE AVENUE
BRANTFORD, ONTARIO N3T 5V3
Telephone (519) 756-6301

January 29, 1991

TO CHAIRMAN OF MEMBER BOARDS OF EDUCATION
ONTARIO SCHOOL TRUSTEE'S COUNCIL (O.S.T.C.)

The Ontario Secondary School Students Association (O.S.S.S.A.) has been active under the auspices of the Ministry of Education for over thirteen (13) years. This group of student leaders has been valuable service by assisting in the developing of new educational policies within Ontario.

In the Spring of 1989, the O.S.T.C. appointed me as representative of Trustees, to the O.S.S.S.A. I offer assistance and advice when called upon. My primary duty seems to be educating Boards, of the existence of this worthwhile organization and to promote harmonious working relations between the two.

Please encourage your Board to lend its physical and financial support to this worthwhile educational endeavor. The students who are willing to further their experience and knowledge beyond regular school hours, deserve our approval, acceptance, support and trust.

Please ask your Board to publicize this extension of our education system. Support your regional O.S.S.S.A. president, or Mr. David Orton, Provincial Premier. Involve yourself as much as you possibly can. If you require further information please do not hesitate to contact me.

Board Office: 1-519-756-6301
Home Phone: 1-519-752-0759

Continued success in your devotion to education excellence!

Kindest Regards,

Mark M. Stenabaugh, Trustee

Received 1991 01 02

Ottawa Board of Education
Conseil scolaire d'Ottawa

December 15, 1990

Chairperson
Hamilton Board of Education
100 Main St., Box 2558
Hamilton, Ontario
L8N 3L1

Dear Chairperson:

For your information, I am attaching a copy of a letter from the Ottawa Board of Education to the Minister of Education outlining our concerns regarding the costs of extra services for the large number of immigrant students who have come to our Board during the past several months.

We hope you will support our position by pursuing this matter with the Minister of Education.

Sincerely,

Marjorie Loughrey
Chairperson
Ottawa Board of Education

ML/lvk

att.

330 Gilmour, Ottawa, Ontario K2P 0P9
TEL: (613) 239-2211
FAX: (613) 230-6408

Ottawa Board of Education
Conseil scolaire d'Ottawa

Ottawa, December 7, 1990

The Honourable Marion Boyd
Minister of Education
22nd Floor
Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Mrs. Boyd:

The Ottawa Board of Education would like to bring to your attention an issue which is of significant concern to the ratepayers of this area and to many other areas in this province where new Canadians are arriving in large numbers. As you are aware, with the change in immigration policy by the Federal Government, cities such as Ottawa are receiving unprecedented numbers of new Canadians whose children must be accommodated within the schools in the region. Due to the very special nature of Ottawa, the majority of social assistance housing resides in the inner-city core and, therefore, the Ottawa Board of Education is receiving a disproportionate share of these students in its schools. The children and their parents require not only intensive educational services which are very costly due to the deprived background of many of these families but, in addition, social workers, psychologists, support staff and the full range of welfare services are also required to meet the unique needs of these new families in our community.

The present funding regulations of the Ministry of Education do not recognize the special needs of these children and the significant costs associated with the services required for them to succeed and integrate fully into the mainstream of this province. It is our belief that, when the Federal Government changes its direction on immigration and encourages more people to come to Canada, some type of special funding should be provided to those agencies which must meet the cost of delivering the required programmes and services.

Our concerns are shared by boards of education in this province and throughout Canada and we would ask you, through the Council of Ministers of Education in Canada, to lobby the Federal Government to provide the funding required to meet the extra costs which are incurred. It is our understanding that these issues have been raised with the Ministry of Education on a number of occasions in the past and, given the extreme pressure that the Federal Government's new policy will put on school boards, a prompt resolution of this issue is required.

.../2

Phone (613) 239-2286
Fax (613) 230-6408

School boards such as our own, are doing all that they can to find qualified staff to work with the immigrant/refugee children but, as you can appreciate, the shortfall in the number of students exiting from teacher colleges across this province, make it difficult to find qualified personnel specifically prepared for the teaching of English as a second language. Full integration of these students into regular classrooms is not possible until they are helped to develop some sort of proficiency in either English or French. Without appropriate funding, the provision of the intensive services required to get them to a functional level in either language is almost impossible.

As school boards have no control over immigration levels nor which cities the new Canadians may choose, we are therefore in the unenviable position of having to be in a reactive mode without any ability to forecast the total number of students which may be arriving over the next five-year period of time and how high the cost of services will escalate. Schools are more and more being looked upon as the agency which will take responsibility for all of the needs of these families and facilitate the community support services required for full integration into Canadian life. We welcome the new Canadians and want to meet their needs but supplementary financial assistance is required immediately if this goal is to be attained.

We would ask you, Mrs. Boyd, with the other Ministers of Education across this country, to work with the affected school boards to develop strategies for assisting us to meet these unusual circumstances and ensure that these new Canadians continue to be welcomed into the mainstream of Canadian life with the services that are required without placing an undue burden on the ratepayers of the specific communities where they have chosen to live.

Yours sincerely

Marjorie Loughrey

Marjorie Loughrey
Chairperson
The Ottawa Board of Education

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1991 02 07.

To the Chairman and Members,
Operations Management Committee,
Education Centre.
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Overseas Student Trips

The war in the Persian Gulf has heightened the concern for the safety of students who have signed up for Board authorized trips outside Canada. As directed by the Trustees at the January Operations Management Committee, Senior Management has continued to monitor the Persian Gulf situation and submit this report for your consideration.

While acts of terrorism have been limited, the possibility of such acts do exist and airports, airlines, subways and public buildings are among possible targets.

In the interest of student safety, the obvious decision would be the cancellation of these trips. However, apart from the disappointment of many students, cancellation would result in substantial financial loss. The extent of this loss is almost impossible to calculate as travel agencies and airlines are very reluctant to commit themselves to any policy of reimbursement. It is clear that portions of the funds committed would not be recoverable.

A list of the out of Canada trips, approved by the Board, is on the following page.

To delay a decision for another month would add to the confusion and the unlikelihood of recovering deposits.

Recommendation

It is recommended that all Board approved overseas trips be cancelled.

Prepared and Submitted by: A. L. Stockwell, Associate Director of Education
Approved by: K. A. Rielly, Director of Education and Secretary

kd

APPROVED AT PREVIOUS BOARD MEETINGS

Overseas Trips

Glendale	Northamptonshire, England	1991 03 08-18	$13,200
Westdale	London/Paris	1991 03 08-17	59,465
Delta	Paris	1991 03 08-16	9,800
Vanier	Paris	1991 03 08-15	13,410
Total			$95,875

Trips to United States

MacNab	Williamsburg, Virginia	1991 04 25-29	$21,360
Glendale/Churchill	New York City	1991 05 02-05	16,170
Vanier	Florida	1991 05 16-20	15,000
Total			$52,530

Trips To Be Approved

Churchill	Kissing Bridge, New York	1991 02 28	$ 3,840
Glendale	Boston	1991 04 24-28	9,570
Churchill	Boston	1991 05 15-18	14,080
Total			$27,490

STATISTICS REGARDING WARD POPULATIONS

	WARD 1	WARD 2	WARD 3	WARD 4	WARD 5	WARD 6	WARD 7	WARD 8	CITY TOTAL
TOTAL POPULATION (AS OF AUGUST, 1988)	33181	36008	40972	37172	39226	36669	42112	41820	307160
WARD AS % OF TOTAL	10.80%	11.72%	13.34%	12.10%	12.77%	11.94%	13.71%	13.62%	
BIRTHS IN 1990 (INCLUDES PUBLIC AND SEPARATE)	399	533	742	551	483	508	736	485	4437
WARD AS % OF TOTAL	8.99%	12.01%	16.72%	12.42%	10.89%	11.45%	16.59%	10.93%	
H.B.E. ENROLMENT (AS OF SEPT 28, 1990)	4442	3893	3691	3954	6520	5141	5832	6812	40285
WARD AS % OF TOTAL	11.03%	9.66%	9.16%	9.82%	16.18%	12.76%	14.48%	16.91%	

Research Services Department
Hamilton Board of Education
February 12, 1991

SCHOOLS AND ENROLMENTS BY WARD: SEPTEMBER 28, 1990

	WARD 1		WARD 2		WARD 3		WARD 4		WARD 5		WARD 6		WARD 7		WARD 8		CITY TOTAL
ELEMENTARY	ALLENBY	62	A.C.E.S.	38	A. HOODLESS	477	A.M.CUNNGHM	357	E. BAGSHAW	360	C.B. STIRLG	620	BURKHLDR DR	286	BUCHANAN PK	490	
	DALEWOOD	314	BENNETTO	301	GIBSON	295	FAIRFIELD	269	GLEN BRAE	300	FERNWOOD PK	252	CARDINAL H	320	CHEDOKE	435	
	E.KITCHENER	473	CENTENNIAL	500	K. GEORGE	254	L. GEORGE	202	GLEN ECHO	234	HAMPTN HGTS	427	COMLEY	159	HOLBROOK	269	
	G.R. ALLAN	524	CENTRAL	157	PRINCE OF W	588	MEMORIAL	645	HILLCREST	287	HUNTNGTN PK	389	EASTMNT PK	279	S.A.M.	140	
	P. PHILIP	250	DR. DAVEY	304	ROBERT LAND	295	QUEEN MARY	549	HILLSDALE	241	LISGAR	340	FRANKLIN RD	349	J MACDONALD	235	
	RYERSON	392	HESS ST.	421	SANFORD AVE	346	ROSEDALE	226	LAKE AVE.	518	P. MEMORIAL	337	GL ARMSTRNG	547	MOUNTVIEW	299	
	STRATHCONA	245	QUEEN VIC.	200			W.H.BALLARD	680	PARKDALE	204	R. BEASLEY	333	LAWFIELD	420	NORWOOD PK	464	
			STINSON ST.	284					RED HILL	256			L. ALEXANDR	346	QUEENSDALE	251	
			TWEEDSMUIR	308					ROX PARK	354			LINDON PARK	218	R A RIDDELL	747	
									S.I. BROCK	258			P. JOHNSON	415	SENECA	273	
									S.W.LAURIER	700			RIDGEMOUNT	265	WESTVIEW	359	
									VIS. MONT.	353			RYCKMAN'S C	96	WESTWOOD	419	
									WOODWARD	262			THORNBRAE	462			
													VERN AMES	288			
WARD SCHOOLS		7		9		6		7		13		7		14		12	75
WARD ENROLMENT		2260		2513		2255		2928		4327		2698		4450		4381	25812
COMPOSITE	WESTDALE	1403	S.J.A.M.	1360	SCOTT PARK	1045	DELTA	1026	GLENDALE	1206	SHERWOOD	1165	HILL PARK	1093	S.A.M.	1301	
	G.P. VANIER	406							S.W.C.	954	BARTON	1235			WESTMOUNT	863	13106
VOCATIONAL	AINSLIE WD	347			PARKVIEW	391							CRESTWOOD	251	CALEDON	200	1189
ALTERNATIVE			LAWRENCE	14											PHOENIX	35	
WARD ENROLMENT		2156		1374		1436		1026		2160		2400		1344		2399	14295
TRAINABLE	WESTDALE	15	QUEEN VIC.	6					S.W.C.	19	SHERWOOD	4	HILL PARK	25	CHEDOKE	13	
	P. PHILIP	11							VIS. MONT.	14	HUNTNGTN PK	15	LINDEN PK	13	SENECA	19	
											LISGAR	7					
											VINCENT M	17					
WARD ENROLMENT		26		6		0		0		33		43		38		32	178
WARD TOTAL ENROLMENTS		4442		3893		3691		3954		6520		5141		5832		6812	40285
WARD AS % OF TOTAL		11.03%		9.66%		9.16%		9.82%		16.18%		12.76%		14.48%		16.91%	

REPORT OF THE COMMITTEE TO STUDY THE BUDGET REVIEW PROCESS

Present: W. Hicks (Chairman); Trustees Desmarais, Hill and Cunningham.

Also Present: Trustees Bishop, Deans, McWhinnie and Rogers.

Officials Present: K. A. Rielly, Director of Education and Secretary
A. Stockwell, Associate Director of Education
P. Shewfelt, Superintendent of Finance and Treasurer

The Committee recommends:

GENERAL

1. That the proposal for a new budget book, subject to some minor format changes, be approved.

Respectfully submitted,

W. Hicks,
Chairman

Committee Room,
1991 01 28

The Board of Education for the City of Hamilton

100 MAIN STREET WEST, P.O. BOX 558
HAMILTON, ONTARIO, CAN. L8N 3L1
TELEPHONE (416) 527-5092

1991 01 28

TO THE CHAIRMAN AND MEMBERS,
COMMITTEE TO STUDY THE BUDGET REVIEW PROCESS,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

In response to the committee's request for a consolidation of information contained in the 1991 Budget Book, the following proposal is submitted for consideration. The affect of this proposal may be determined by making reference to the 1990 Budget Book.

PROPOSED CONTENT	NUMBER OF PAGES 1990	1991*	PAGE REFERENCE IN 1990 BUDGET BOOK
Committee Letter	5	5	-
Budget Summary	1	1	1
Consolidated Expenditures	1	1	2
Consolidated Revenues	1	1	3
Summary of Enrolments	1	1	4
Analysis of Expenditures by Functions	1	5	5
Expenditure and Revenue Summary Comments	7	7	-
Budget Development	9	9	6
Staffing - Public	32	1	15
- In-Camera	24	24	47
Salaries and Wages	4	4	71
Employee Benefits	4	3	75
Travel	6	3	79
Personnel Training	4	3	85

Bursaries	1	1	89
Books and Films	14	3	90
Energy	3	1	106
Repairs to Buildings and Grounds	7	2	107
Supplies and Services	23	4	133
Replacement - Equipment	11	2	137
Debt Charges	3	1	148
New Equipment	12	2	151
Capital from Current	4	1	163
Permanent Improvements	7	2	167
Rentals	5	1	174
Fees and Contractual	11	2	179
Tuition Fees	2	1	190
Working Capital	2	1	192
Charge Back of Taxes	1	1	194
Other Expenses	11	2	195
Revenue	2	2	207
Ten Year Expenditure Comparison	0	1	-
Ten Year Revenue Comparison	0	1	-
	---	--	
	219	99	
	===	==	

*** Subject to minor format changes**

Prepared and Submitted by: Paul E. Shewfelt,
Superintendent of Finance and Treasurer,

Approved by: Keith A. Rielly,
Director of Education and Secretary.

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. D. Marshall, Chairman; Trustees Bishop and Patenaude Barker; Mesdames Dalziel, Mazza, Oommen, Riis-Culver, and Trott; and Mr. Adamson.

Also Present: Trustee Mulholland.
T. Fulton (Secondary School Principals' Council)
D. Hutton (Consultant, Special Education)

Officials Present: D. Skidmore (Superintendent of Program)

The Committee recommends:

GENERAL

1. That approval be given to a joint SEAC meeting to be held in the Spring, to meet other Boards' Special Education Advisory Committees, and to be hosted by the Hamilton Board of Education.

Respectfully submitted,

Dr. D. Marshall,
Chairman

Committee Rooms
1991 01 16

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 02 12

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

(a) That the following trip request(s) be approved:

(i) C. B. Stirling, Grade 6, Outdoor Education, Camp Wanakita, 1991 05 26-29 (Sunday to Wednesday)

(ii) C. B. Stirling, Grade 8, Ottawa, 1991 06 17-19 (Monday to Wednesday)

(iii) Dalewood, Grades 6-8, Mount St. Louis/Moonstone, 1991 03 06 (Wednesday)

(iv) Fernwood Park, Linden Park, Queen Victoria, W. H. Ballard, Westwood, Grades 4-5 Gifted, Kingston, 1991 06 20-21 (Thursday to Friday)

(v) George L. Armstrong, Grades 6-8, Outdoor Education, Camp Wanakita, 1991 05 26-29 (Sunday to Wednesday)

(vi) George L. Armstrong, Grades 7, Midland, 1991 06 13-14 (Thursday to Friday)

(vii) Lawfield, Grade 8, Quebec City, May 8-11 (Wednesday to Saturday)

(viii) Memorial, Grades 6-8, Moonstone/Mount St. Louis, 1991 03 06 (Wednesday)

(ix) Memorial, Grades 6-8, Horseshoe Valley, 1991 03 06 (Wednesday)

(x) R. A. Riddell, Grades 7-8, Ottawa, 1991 05 22-24 (Wednesday to Friday)

(xi) Westview, Grade 8, Quebec City, Grade 8, Quebec City, 1991 04 30-05 03 (Tuesday to Friday)

(xii) Westwood, Grade 5 Autistic, Outdoor Education, Camp Canterbury, 1991 05 28-30 (Tuesday to Thursday)

(xiii) Sherwood, Grades 9-OAC, Montreal, 1991 06 02-05 (Thursday to Sunday)

(ivx) Sir Winston Churchill, Grades 9-12, Kissing Bridge, N.Y., 1991 02 28 (Thursday)

(b) That the Director investigate the development of an Umbrella Articulation Agreement between the Hamilton Board of Education and Mohawk College, and that such an agreement, if reached, be brought to the Operations Committee of the Board for approval.

(c) That the Ministry of Education grant of $14,000 for the Inter-board Arts In-Service initiative be received.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

PAGE 23

Hamilton Board of Education,
100 Main Street West
Hamilton, Ontario
(001 02 12)

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval.

(a) That the following item(s) be approved:

(i) C. R. Ellwing, Grade 6, Outdoor Education, Camp Wanakita, 1981 06 28-29 (Sunday to Wednesday)

(ii) C. B. Stirling, Grade 8, Ottawa, 1981 06 17-19 (Monday to Wednesday)

(iii) Dalewood, Grades 5-8, Mount St. Louis/Moonstone, 1981 06 04 (Wednesday)

(iv) Sherwood Park, Linden Park, Grades Victoria, W. H. Ballard, Westwood, Grades 4-8 Gilbert, Elrayton, 1981 06 20-21 (Thursday to Friday)

(v) George L. Armstrong, Grades 6-8, Outdoor Education, Camp Wanakita, 1981 06 28-29 (Sunday to Wednesday)

(vi) George L. Armstrong, Grades 7, Milfoine, 1981 06 14-16 (Thursday to Friday)

(vii) Lakefield, Grade 8, Quebec City, May 8-11 (Wednesday to Saturday)

(viii) Memorial, Grades 6-8, Mountain/Mount St. Louis, 1981 05 06 (Wednesday)

(ix) Memorial, Grades 6-8, Hoggsbacks Valley, 1981 05 06 (Wednesday)

(x) E. A. Bidwell, Grades 6-8, Ottawa, 1981 05 22-24 (Wednesday to Friday)

(xi) Westdale, Grade 8, Quebec City, Grade 8, Quebec City, 1981 06 30-05 06 (Tuesday to Friday)

(xii) Sherwood, Grades 4 Antiate, Outdoor Education, Camp Quaratong, 1981 05 28-29 (Thursday to Friday)

(xiii) Sherwood, Grades 3-OAC, Montreal, 1981 05 02-05 (Thursday to Sunday)

(xiv) Sir Winston Churchill, Grades 9-12, Rainbow Bridge, N.Y., 1981 05 29 (Thursday)

(b) That the Director investigate the development of an Outdoor Education Agreement between the Hamilton Board of Education and Mohawk College, and that such an agreement, if required, be brought to the Operations Committee of the Board for approval.

(c) That the Ministry of Education grant of $14,000 for the Inner-Urban Area Innovative Initiative be received.

Respectfully submitted,

K. A. Emery,
Director of Education
and Secretary

ev

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(d) That the following trip requests be added to clause (a):

(xv) Barton, Grades 9-OAC, Talisman Ski Resort, 1991 03 05 (Tuesday)

(xvi) Glendale, OAC, Stratford, 1991 05 22-24 (Wednesday to Friday)

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 02 12

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Bill 12 - An Act to Amend the Education Act

Although this Bill deals with the establishment of French language School Boards and the composition of boards with a French language section, the immediate issue that must be addressed by the Board is contained in section 14(2) section 21 dealing specifically with the right of the Board to increase or decrease the number of members of the Board to be election in the next election.

1. The resolution passed on February 18, 1988, with respect to the 1988 election, which increased the size of the Board by two members, is declared void by section 21 (page 17) for the purpose of the regular election in 1991.

2. The change in Rule 6 of subsection 206 a(6) outlined on pages 12 and 13 allows the Board to approve an increase or decrease of either one or two in number of members of the Board.

3. The Board approval must be by resolution passed before the 31st day of March 1991, by three quarters of the members of the Board.

4. Upon passage of the resolution, the number of members of the Board is deemed to be increased or decreased in accordance with the resolution for the next regular election.

5. Information with respect to total population of all electoral groups of the board will be provided by the Assessment Commissioner by February 15, 1991 (Section 14 (4a) (4b) page 12.

RECOMMENDATION:

That the Operations Management Committee determine the option to the pursued with respect to the changes in the Education Act dealing with the number of trustees to be elected in the next election and make the appropriate recommendation to the Board.

Prepared and submitted by: Keith A. Rielly,
Director of Education and Secretary.

-as

K. A. Rie

1ST SESSION, 35TH LEGISLATURE, ONTARIO 39 ELIZABETH II, 1990

Bill 12

(Chapter 24
Statutes of Ontario, 1990)

An Act to amend the Education Act

The Hon. M. Boyd
Minister of Education

1st Reading	December 4th, 1990
2nd Reading	December 13th, 1990
3rd Reading	December 20th, 1990
Royal Assent	December 20th, 1990

Printed under authority of the Legislative Assembly by the

Bill 12 1990

An Act to amend the Education Act

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1.—(1) Subsection 1 (1) of the *Education Act* is amended by adding the following paragraph: R.S.O. 1980, c. 129

1a. "assessment commissioner" means the assessment commissioner appointed under the *Assessment Act* for the region in which the board is situated. R.S.O. 1980, c. 31

(2) Paragraph 37 of subsection 1 (1) of the Act, as re-enacted by the Statutes of Ontario, 1988, chapter 27, section 1, is repealed and the following substituted:

37. "population" means the population as determined by the assessment commissioner from the last municipal enumeration as updated under the provisions of the *Assessment Act*. R.S.O. 1980, c. 31

2. Section 10 of the Act, as amended by the Statutes of Ontario, 1982, chapter 32, section 4, 1984, chapter 60, section 4, 1988, chapter 27, section 2, 1989, chapter 1, section 2, 1989, chapter 2, section 2 and 1989, chapter 33, section 1, is further amended by adding the following subsections:

(11a) The Lieutenant Governor in Council may make regulations establishing French-language school boards. French-language school boards

(11b) A regulation under subsection (11a) may include provisions respecting, Idem

(a) the area of jurisdiction of a French-language school board;

(b) the structure of a French-language school board and, if the board has more than one component, the jurisdiction of each component;

(c) the powers and duties of a French-language school board or a component of a French-language school board;

(d) attendance at schools operated by a French-language school board or a component of a French-language school board;

(e) the assessment and payment of rates in respect of a French-language school board or a component of a French-language school board;

(f) the election of members of a French-language school board or a component of a French-language school board, including the qualifications of electors and members;

(g) the resolution of disputes between the components of a French-language school board and between a French-language school board and other boards;

(h) the transfer of real property used as school sites to a French-language school board or a component of a French-language school board, and the transfer of personal property used for school purposes to a French-language school board or a component of a French-language school board;

(i) the transfer of employees of other boards to a French-language school board or a component of a French-language school board, including the rights of transferred employees;

(j) the dissolution of another board or a section of another board; and

(k) the adjustment of assets and liabilities of a board affected by the establishment of a French-language school board.

Idem

(11c) A regulation under subsection (11a) may,

(a) deem a French-language school board or a component of a French-language school board to be a board for the purpose of any provision of this Act;

R.S.O. 1980, cc. 31, 308

(b) modify or exclude the application of any provision of this Act, the *Assessment Act* or the *Municipal Elections Act*;

(c) deem a French-language school board or a component of a French-language school board to be a board for the purpose of the *School Boards and Teachers Collective Negotiations Act*, and deem classes of persons who are members of the Association des enseignantes et des enseignants franco-ontariens or The Ontario Secondary School Teachers' Federation to be branch affiliates for the purpose of that Act; and R.S.O. 1980, c. 464

(d) deem classes of transferred employees to have been intermingled for the purpose of section 63 of the *Labour Relations Act* and make any provision of that section applicable to the affected boards and their employees. R.S.O. 1980, c. 228

(11d) A regulation may not be made under subsection (11a) unless there has been consultation with boards and employee groups that will be directly or indirectly affected by the creation of a French-language school board under the regulation. Consultation before regulation under subs. (11a)

(11e) Subsections (11a), (11b), (11c) and (11d) are repealed on the 1st day of January, 1994 or on such earlier date as may be named by proclamation of the Lieutenant Governor. **Repeal of subss. (11a) to (11d)**

3. Section 70 of the Act is amended by adding the following subsection:

(6) If an order under subsection (1) or (2) is to be revoked on the 1st day of January next following a regular election under the *Municipal Elections Act*, the order shall, for the purpose of the election, be deemed to have been revoked. Revocation of order R.S.O. 1980, c. 308

4.—(1) Subsection 105 (2) of the Act, as amended by the Statutes of Ontario, 1989, chapter 65, section 19, is further amended by adding the following clause:

(f) providing for the initial composition of a board to which subsection (4b) applies and for the initial appointment or election of members of the board to hold office until the next regular election under the *Municipal Elections Act*. R.S.O. 1980, c. 308

(2) Subsection 105 (4) of the Act, as amended by the Statutes of Ontario, 1988, chapter 27, section 16, is repealed and the following substituted:

(4) A separate school board shall be established for each county and district combined separate school zone and, except Establishment of boards

as otherwise provided under section 106 or a regulation made under subsection (2), the trustees of the board shall be elected and the board organized in accordance with sections 115 and 206a.

Idem

(4a) If a county or district combined separate school zone is to be designated by a regulation under subsection (2) on the 1st day of January next following a regular election under the *Municipal Elections Act*, the county or district combined separate school zone shall, for the purpose of the election, be deemed to have been designated.

R.S.O. 1980, c. 308

Idem

(4b) If a county or district combined separate school zone is designated by a regulation under subsection (2) and subsection (4a) does not apply, the composition of the board and the appointment or election of members of the board shall be in accordance with the regulations.

5. Section 136g of the Act, as enacted by the Statutes of Ontario, 1986, chapter 21, section 2, is amended by adding the following subsections:

All services provided by agreement

(4) Despite subsections (1) to (3), for the first school year in which an election is effective and for every subsequent year, the entitlement of a Roman Catholic school board under section 136e applies in respect of all secondary school grades if, in the first school year, the board provides instruction in all secondary school grades and the instruction is provided in accordance with the board's first annual implementation plan in a school operated by another board by means of an agreement with the other board.

Restriction when subs. (1) applies

(5) A Roman Catholic school board to which subsection (4) applies may provide instruction in a secondary school grade only if,

(a) the instruction is provided in a school operated by another board by means of an agreement referred to in subsection (4); or

(b) after the first school year in which the election under section 136a is effective,

(i) the Roman Catholic school board to which subsection (4) applies files with the Planning and Implementation Commission a plan to provide instruction in all secondary school grades in a school operated by the board, and

(ii) the Minister approves the provision of instruction in a school operated by the board after receiving the advice of the Planning and Implementation Commission that the Commission is of the opinion that the plan will permit the board to provide instruction in all secondary school grades and will promote the best interests of public education in Ontario.

6.—(1) Subsection 136-l (1) of the Act, as enacted by the Statutes of Ontario, 1986, chapter 21, section 2, is repealed and the following substituted:

Teaching and other staff

(1) A public board that has jurisdiction in an area that is also part or all of the area of jurisdiction of a Roman Catholic school board shall designate, in accordance with the regulations or by agreement between the boards, the persons on its supervisory officers staff, elementary teaching staff, secondary teaching staff and support staff whose services will not be required by the public board consequent on,

(a) the election of the Roman Catholic school board to perform the duties of a secondary school board; or

(b) the provision of instruction by the Roman Catholic school board under clause 136g (5) (b).

(2) Subsections 136-l (6) to (20) of the Act, as enacted by the Statutes of Ontario, 1986, chapter 21, section 2, are repealed and the following substituted:

Yearly designations for ten years

(6) The public board shall make the designations referred to in subsection (1) in each of the first ten school years during which the Roman Catholic school board performs the duties of a secondary school board.

Idem

(7) Subject to subsection (8), the public board shall make the designations referred to in subsection (1) in each of the first ten school years during which the Roman Catholic school board provides instruction under clause 136g (5) (b).

Maximum limit

(8) No designations shall be made under subsection (1) after the twentieth school year during which the Roman Catholic school board performs the duties of a secondary school board.

Date for designations

(9) Designations shall be made under subsection (1) not later than the date prescribed by the regulations for each year.

Transfer of employment if subs. 136g (4) does not apply

(10) If subsection 136g (4) does not apply to the Roman Catholic school board referred to in subsection (1), the teaching contract, employment contract or employment relationship, as the case may be, of a person designated by a public board under subsection (1) is transferred to, and assumed by, the Roman Catholic school board referred to in subsection (1), effective on the 1st day of September next following the date on which the public board makes the designation or on such earlier date as the boards concerned may agree on.

Transfer of employment if cl. 136g (5) (a) applies

(11) If subsection 136g (4) applies to the Roman Catholic school board referred to in subsection (1) and the board provides instruction in accordance with clause 136g (5) (a), the teaching contract, employment contract or employment relationship, as the case may be, of a person designated by a public board under subsection (1) is transferred to, and assumed by, the board that operates the school in which the instruction is provided under the agreement referred to in clause 136g (5) (a), effective the 1st day of September next following the date on which the public board makes the designation or on such earlier date as the boards concerned may agree on.

Idem

(12) If more than one board operates schools in which instruction is provided under an agreement referred to in clause 136g (5) (a), the board to which a contract or relationship shall be transferred under subsection (11) shall be,

(a) one of the boards that operates the schools, as determined by agreement of those boards; or

(b) in the absence of an agreement, the Roman Catholic school board referred to in subsection (1).

Objectors

(13) If a designated person objects for reasons of conscience to the transfer of employment to a Roman Catholic school board under subsection (10) or (11), he or she may so advise the public board and, unless it is of the opinion that the objection is not made in good faith, the public board shall designate another person in place of the person making the objection.

Second transfer of employment if cl. 136g (5) (b) applies

(14) If subsection 136g (4) applies to the Roman Catholic school board referred to in subsection (1) and the Minister approves the provision of instruction in a school operated by the board under clause 136g (5) (b), a teaching contract, employment contract or employment relationship transferred under subsection (11) to another board is transferred to, and assumed by, the Roman Catholic school board referred to in subsection (1), effective on the date the board begins to pro-

vide instruction under clause 136g (5) (b) or on such earlier date as the boards concerned may agree on.

Similar employment

(15) A board to which the teaching contract, employment contract or employment relationship of a person is transferred under subsection (10), (11) or (14) shall employ the person in a position substantially similar to the position in which the person was employed immediately before the transfer.

Training assistance

(16) If the board to which the teaching contract, employment contract or employment relationship of a person is transferred under subsection (10), (11) or (14) has no position as provided under subsection (15) for the person on the appropriate staff of the board, the person is entitled to receive training assistance, as prescribed by the regulations, for an alternate position on the appropriate staff, and the board to which the contract or relationship is transferred shall maintain the person in its employ, provide the assistance and offer to the person employment in a position appropriate to either his or her previous or newly acquired qualifications.

Seniority

(17) Subject to any collective agreement in effect, the public board shall designate, on the basis of seniority, the persons on its support staff whose services will not be required by the public board consequent on,

(a) the election of the Roman Catholic school board to perform the duties of a secondary school board; or

(b) the provision of instruction by the Roman Catholic school board under clause 136g (5) (b).

Transmittal of lists

(18) Each public board that designates persons under this section shall transmit to the Planning and Implementation Commission in each year, not later than the date for each year fixed by the Commission, a list of the names and positions of persons that it has designated.

Compensation rate

(19) A designated person employed by a board to which the person's teaching contract, employment contract or employment relationship is transferred under subsection (10), (11) or (14) has the right in the first year that the person is employed by the board to an annual rate of salary of not less than the annual rate of salary that would have applied to the person if the contract or relationship had not been transferred, but if the annual rate of salary of the position in which the person is employed by the board to which the contract or relationship is transferred is lower than such first-mentioned annual rate of salary, the person is not entitled to any increase in annual rate of salary until the annual rate of salary of the

position becomes equal to such first-mentioned annual rate of salary.

Seniority and employment status

(20) A designated person employed by a board to which the person's teaching contract, employment contract or employment relationship is transferred under subsection (10), (11) or (14) has the right to commence the employment with seniority and with probationary and permanent status with the board equal to the seniority and the probationary or permanent status the person would have had if the contract or relationship had not been transferred.

Sick leave credits

(20a) Sick leave credits standing to a designated person's credit immediately before the person's teaching contract, employment contract or employment relationship is transferred under subsection (10), (11) or (14) shall be transferred to the plan maintained by the board to which the contract or relationship is transferred at the time the contract or relationship is transferred.

Credit for total accumulation

(20b) If the number of sick leave credits transferred exceeds the total number of sick leave credits that may be accumulated under the plan to which they are transferred, the designated person shall be given credit in the plan for the number transferred but is not entitled to accumulate further sick leave credits under the plan unless the plan is amended to permit greater accumulation.

Accumulation and use of sick leave credits

(20c) Subject to subsection (20b), a designated person employed by a board to which the person's teaching contract, employment contract or employment relationship is transferred under subsection (10), (11) or (14) is entitled to accumulate and to use sick leave credits in accordance with the plan maintained by the board to which the contract or relationship is transferred.

Gratuity

(20d) On termination of employment with the board to which a designated person's teaching contract, employment contract or employment relationship is transferred under subsection (10), (11) or (14), the person is entitled to payment of an amount calculated in accordance with,

(a) the collective agreement that applied on the last date the person was employed by the public board that designated the person, as though the person had been in the continuous employ of the public board, if a collective agreement applied in respect of the person on that date; or

(b) the policy of the public board that designated the person as of the last date he or she was employed by the public board, as though the person had been in the continuous employ of the public board, if no collective agreement applied in respect of the person on that date.

Idem

(20e) In lieu of the payment under subsection (20d), the designated person is entitled to require payment of an amount calculated in accordance with,

(a) the collective agreement that applies in respect of the person on the last date the person is employed before the termination of employment, if a collective agreement applies in respect of the person on that date; or

(b) the policy of the board with which the person is employed as of the last date he or she is employed by that board, if no collective agreement applies in respect of the person on that date.

Idem

(20f) The amount of the payment under subsection (20d) or (20e) shall be shared by the public board that designated the person and the board or boards to which the person's employment was transferred under this section in the ratio that the number of years of service of the person with each board bears to the total number of years of service of the person with such boards.

Non-application of subss. (20d) to (20f)

(20g) Subsections (20d) to (20f) do not apply to a termination of employment with a board that occurs when the teaching contract, employment contract or employment relationship of the person is transferred to another board under subsection (10), (11) or (14).

7. Subsections 136m (1) and (2) of the Act, as enacted by the Statutes of Ontario, 1986, chapter 21, section 2, are repealed and the following substituted:

Staff dispute resolution

(1) A dispute in respect of the designation of or the failure to designate a person on the teaching or other staffs of a public board, or in respect of any matter arising under section 136-l in the employment relationship between a designated person and a board to which the person's teaching contract, employment contract or employment relationship was transferred under that section, may be resolved by a grievance arbitration procedure in accordance with this section.

Parties

(2) The parties to the arbitration are the public board or the board to which the contract or relationship was transferred, as the case requires, and the person or, if the person is employed in accordance with the terms of a collective agreement, the organization that represents the person under the collective agreement.

8. Section 136md of the Act, as enacted by the Statutes of Ontario, 1986, chapter 21, section 2, is amended by striking out "public board or Roman Catholic school board" in the fifth and sixth lines and substituting "board".

9. Subsections 136o (1) and (2) of the Act, as enacted by the Statutes of Ontario, 1986, chapter 21, section 2, are repealed and the following substituted:

Right to receive secondary school instruction from Roman Catholic school board

(1) A person who is qualified to be a resident pupil of a public board and to receive instruction in a secondary school grade is entitled to receive instruction provided in a secondary school operated by a Roman Catholic school board if the area of jurisdiction of the public board is in whole or in part the same as the area of jurisdiction of the Roman Catholic school board.

Right to receive secondary school instruction from public board

(2) A person who is qualified to be a resident pupil of a Roman Catholic school board and to receive instruction in a secondary school grade is entitled to receive instruction provided in a secondary school operated by a public board if the area of jurisdiction of the Roman Catholic school board is in whole or in part the same as the area of jurisdiction of the public board.

10. Section 198 of the Act, as amended by the Statutes of Ontario, 1982, chapter 32, section 54, is repealed and the following substituted:

Definition

198.—(1) In this section, "electoral group" means,

(a) in respect of a board of education or a county or district combined separate school board, an electoral group as defined in Part VII-A; and

(b) in respect of any other board, the persons qualified to be electors of the board.

Vacancies

(2) Subject to section 202, if the office of a member of a board elected by an electoral group becomes vacant before the end of the member's term,

(a) the remaining members elected by the electoral group shall appoint a qualified person to fill the vacancy within sixty days after the office becomes vacant, if a majority of the members elected by the electoral group remain in office; or

(b) a new election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the members elected by the electoral group do not remain in office.

Optional election R.S.O. 1980, c. 308

(3) Despite clause (2) (a), if elections of the board are held under the *Municipal Elections Act* and the vacancy occurs in a year in which no regular election is held under that Act or before the 1st day of April in the year of a regular election, the remaining members elected by the electoral group may by resolution require that an election be held in accordance with the *Municipal Elections Act* to fill the vacancy.

Idem

(4) The secretary of the board shall forthwith send to the clerk of the appropriate municipality a certified copy of the resolution under subsection (3).

Term of office

(5) A member appointed or elected to fill a vacancy shall hold office for the remainder of the term of the member who vacated the office.

11. Sections 199, 200 and 201 of the Act are repealed and the following substituted:

Elections for three member boards

199.—(1) If an election is required to fill a vacancy on a board that is composed of three members and there are fewer than two remaining members of the board, a meeting of the electors may be called by any two electors of the board or by the appropriate supervisory officer.

Time of meeting

(2) The meeting shall take place within sixty days of the date on which the last office became vacant.

Notice of meeting

(3) At least six days before the meeting, the person or persons calling the meeting shall post a notice of the meeting in at least three public places within the area of jurisdiction of the board.

Election at meeting

(4) The electors at the meeting shall elect the required number of board members to fill the vacancies.

Vacancy in rural separate school board before incorporation

200.—(1) If a vacancy occurs in the office of a trustee of a rural separate school before the trustees become a body corporate, the remaining trustees shall forthwith take steps to

hold a new election to fill the vacancy, and the person elected shall hold office for the remainder of the term of the trustee who vacated the office.

Manner of election

(2) The new election shall be conducted in the same manner as an election of the whole board.

12. Section 203 of the Act is amended by adding the following subsection:

Extension of time limits

(2) The remaining members of the board may extend the time for the nomination and the polling under subsection (1), but the polling shall be held no later than sixty days after the office becomes vacant.

13. Section 205 of the Act is repealed and the following substituted:

Tie vote

205. If two or more candidates receive an equal number of votes at a meeting held under clause 198 (2) (a) to appoint a person to fill a vacancy or at a meeting to elect a person to fill a vacancy, the chairman of the meeting shall provide for the drawing of lots to determine which of the candidates shall be appointed or elected.

14.—(1) Section 206a of the Act, as enacted by the Statutes of Ontario, 1988, chapter 27, section 24 and amended by 1989, chapter 65, section 33, is further amended by adding the following subsections:

Determination of population of electoral groups R.S.O. 1980, c. 308

(4a) The assessment commissioner shall determine the populations of the electoral groups for the purposes of this Part on the 1st day of January in the year of a regular election under the *Municipal Elections Act*.

Idem

(4b) The assessment commissioner shall provide the results of the determination of the population of a board's electoral groups made under subsection (4a) to the secretary of the board and to the clerk of each municipality in the jurisdiction of the assessment commissioner by the 15th day of February in the year of a regular election.

(2) Rule 6 of subsection 206a (6) of the Act, as enacted by the Statutes of Ontario, 1988, chapter 27, section 24, is repealed and the following substituted:

6. If a board approves an increase or decrease of either one or two in the number of members of the board by resolution passed by three-quarters of the

members of the board before the date mentioned in rule 7, the number of members of the board shall be deemed to be increased or decreased in accordance with the resolution for the next regular election.

7. Rule 6 applies if the resolution is passed before the 31st day of March in the year of the regular election or, if the determination of the calculated enrolment and the total calculated enrolment of the board is referred to the Languages of Instruction Commission of Ontario under subsection 277q (4), before the 30th day of April in the year of the regular election.

(3) Rules 5, 6, 7, 8, 9 and 10 of subsection 206a (8) of the Act, as enacted by the Statutes of Ontario, 1988, chapter 27, section 24, are repealed and the following substituted:

5. The number of members to be elected by the total French-language electoral group shall be calculated in accordance with the formula set out in subsection (9).

6. The number of members to be elected by the electors of the public school English-language electoral group shall be calculated in accordance with subsection (9a) or (9b), as the case requires.

7. The number of members to be elected by the electors of the separate school English-language electoral group shall be calculated in accordance with subsection (9a) or (9b), as the case requires.

(4) Subsection 206a (9) of the Act, as enacted by the Statutes of Ontario, 1988, chapter 27, section 24, is repealed and the following substituted:

Calculation of members for the purpose of rule 5 of subs. (8)

(9) For the purpose of rule 5 of subsection (8), the number of members shall be calculated using the following formula:

$$\text{number of members} = \frac{a \times b}{c}$$

where a = the total number of members of the board determined by the rules in subsection (6)

b = the calculated enrolment of the board as determined under section 277q

c = the total calculated enrolment of the board as determined under section 277q.

Calculation of members for the purposes of rules 6 and 7 of subs. (8)

(9a) For the purposes of rules 6 and 7 of subsection (8), if there is only one English-language electoral group, the number of members of that electoral group is calculated by subtracting from the total number of members of the board determined by the rules in subsection (6), the number of members calculated in subsection (9).

Idem

(9b) For the purposes of rules 6 and 7 of subsection (8), if there are two English-language electoral groups, the number of members shall be calculated using the following formula:

$$\text{number of members} = \frac{(a-b) \times e}{(c-d)}$$

where a = the total number of members of the board determined by the rules in subsection (6)

b = the number of members calculated under subsection (9)

c = the total population of all electoral groups of the board determined under rule 3 of subsection (6)

d = the population of the total French-language electoral group

e = the population of the electoral group to which rule 6 or 7 applies.

(5) Subsections 206a (13), (14), (15), (16) and (17) of the Act, as enacted by the Statutes of Ontario, 1988, chapter 27, section 24, are repealed and the following substituted:

Alternative distribution

(13) The members of the board who represent an electoral group may by resolution passed by an affirmative vote of three-quarters of those members,

(a) designate one or more municipalities within the board's jurisdiction as low population municipalities; and

(b) direct an alternative distribution of those members that represent the electors of the electoral group.

(14) If an alternative distribution is directed under clause (13) (b), the resolution shall provide that the sum of the electoral quotients for the municipality or municipalities designated under clause (13) (a) shall be increased by either one or two. Idem

(15) A resolution passed under subsection (13) shall be effective only for the next regular election. Effect of resolution

(16) A resolution under subsection (13) has no effect unless it is passed before the 31st day of March in the year of the next regular election or, if the determination of the calculated enrolment and the total calculated enrolment of the board is referred to the Languages of Instruction Commission of Ontario under subsection 277q (4), before the 30th day of April in the year of the next regular election. Idem

(17) If a resolution is passed under subsection (13), an alternative distribution of those members that represent the electors of the electoral group shall be made in accordance with subsection (18) by the person prescribed by the regulations to, Distribution of members

(a) the municipalities or combination of municipalities that comprise the area of jurisdiction of a board; or

(b) the electoral areas established under subsection (21) or combination of such electoral areas in a municipality.

(6) Rule 3 of subsection 206a (18) of the Act is amended by striking out "subsection (14)" in the last line and substituting "subsection (13)".

15.—(1) The definition of "calculated enrolment" set out in section 277c of the Act, as enacted by the Statutes of Ontario, 1986, chapter 29, section 11, is repealed and the following substituted:

"calculated enrolment" means a number of pupils enrolled in French-language instructional units, calculated in accordance with the regulations.

(2) The definition of "resident pupil" set out in section 277c of the Act, as enacted by Statutes of Ontario, 1986, chapter 29, section 11, is repealed and the following substituted:

"resident pupil", in respect of a board, means a pupil who is registered on a register or registers prescribed by the Minis-

ter for the purposes of this Part and who is qualified to be a resident pupil of the board and is enrolled in a school,

(a) operated by the board, or

(b) operated by another board to which the first-mentioned board pays fees in respect of the pupil.

(3) The definition of "total calculated enrolment" set out in section 277c of the Act, as enacted by the Statutes of Ontario, 1986, chapter 29, section 11, is repealed and the following substituted:

"total calculated enrolment" means a number of pupils calculated in accordance with the regulations.

16. The Act is amended by adding the following section:

Regulations

277ca. The Lieutenant Governor in Council may by regulation prescribe the method of calculation of calculated enrolment and total calculated enrolment.

17. Section 277i of the Act, as enacted by the Statutes of Ontario, 1986, chapter 29, section 11 and amended by 1988, chapter 27, section 27, is further amended by adding the following subsection:

Application of section 206a

(14) Despite subsections (1) to (13), the French-language section of a board may by resolution approved by a majority of the members of the section direct that an election of members to the section shall be subject to subsections 206a (11) to (24).

18. Section 277-l of the Act, as enacted by the Statutes of Ontario, 1986, chapter 29, section 11, is repealed.

19. Section 277q of the Act, as enacted by the Statutes of Ontario, 1986, chapter 29, section 11 and amended by 1988, chapter 27, section 28, is repealed and the following substituted:

Calculated enrolment

277q.—(1) A determination of the calculated enrolment of a board and the total calculated enrolment of a board shall be made by the appropriate supervisory officer of the board.

When calculation made

(2) The calculated enrolment and the total calculated enrolment shall be determined on or before the 1st day of February in the year in which a regular election will be held under the *Municipal Elections Act*.

R.S.O. 1980, c. 308

(3) On or before the 1st day of March in a year in which a regular election will be held under the *Municipal Elections Act*, the determination of the calculated enrolment and the total calculated enrolment made under subsection (1) shall be confirmed by resolution by, Approval of calculation

(a) a majority of the members of the board who are members of the French-language section; and

(b) a majority of the members of the board who are not members of the French-language section.

(4) If no determination is made under subsection (1) or a determination is not confirmed under subsection (3), the appropriate supervisory officer shall refer the matter to the Languages of Instruction Commission of Ontario on or before the 15th day of March in a year in which a regular election will be held under the *Municipal Elections Act*. Referral to the Languages of Instruction Commission of Ontario

(5) The Languages of Instruction Commission of Ontario shall determine the calculated enrolment and the total calculated enrolment of the board and shall notify the appropriate supervisory officer of its determination not later than twenty days after the referral under subsection (4). Idem

(6) If a determination is made under subsection (5), it shall be used in place of any other determination. Idem

20. Clauses 277t (2) (a) and (b) of the Act, as enacted by the Statutes of Ontario, 1986, chapter 29, section 11, are repealed and the following substituted:

(a) a reference in this Part or in a regulation under this Part to French, other than in this subsection and subsection (3), shall be deemed to be a reference to English;

(b) a reference in this Part or in a regulation under this Part to French language shall be deemed to be a reference to English language; and

. . . . .

21. An increase or a decrease in the number of the members of a board approved under rule 6 of subsection 206a (6) of the Act prior to the regular election in 1988 shall be void for the purpose of the regular election in 1991. Transition

22. By-law SS1/89 of The Haldimand-Norfolk Roman Catholic Separate School Board, passed under section 136a of Approval of by-law under R.S.O. 1980, c. 129, s. 136a

the Act on the 18th day of December, 1989 and amended on the 26th day of February, 1990, shall be deemed to have been approved by the Minister of Education on the 30th day of June, 1990.

Commencement

23. This Act comes into force on the day it receives Royal Assent.

Short title

24. The short title of this Act is the *Education Amendment Act (Miscellaneous), 1990*.

AGENDA of the
OPERATIONS MANAGEMENT COMMITTEE
1991 03 05

Confirmation of the minutes of the 1991 02 12 meeting and special meeting of 1991 02 21.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Quarter Century Club Dinner - **Page 1**

NEW BUSINESS:

1. Proposed Fire Hall - Mountain - **Pages 2 to 7**
2. Report of the Special Education Advisory Committee - **Page 8**
3. School Year Calendar and Holiday Schedule for the Education Centre and the Secondary Schools - **Pages 9 to 23**
4. Reconstitution of Transportation Committee
5. Re-organization of Senior Managers - **Pages 24 to 26**
6. Fair Tax Commission
7. Report of the Committee to Study the Future Parking Needs - Education Centre - **Page 27**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 28, Page 28A**
2. Research Proposal from Addiction Research Foundation - **Page 29**

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1

March 5, 1991

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: **1991 Quarter Century Club**

Background:

Since 1952, the Board of Education has recognized employees reaching twenty-five years of service at an annual Quarter Century Club dinner. By 1989, the attendance at this gathering had reached approximately 600 members.

Recent Events

Subsequent to budgetary deliberations in 1990, attendance at the Quarter Century Club dinner was limited to the new 109 members only. The budget was cut from $17,500 to $7,500.

While appreciating the extremely difficult budget situation the Board faced last year, several current members expressed disappointment at not being able to attend. Several have requested that they be permitted to attend this year at their expense.

Plans for 1991 Quarter Century Club

Planning is now underway for the 1991 Quarter Century Club dinner. The budget for this event will cover the expenses of the dinner for new members only (approximately $6,000). In recognition of the response from members, the plans include the opportunity for present members to attend the dinner at their own expense. In addition to offering this option for present members, the major difference from last year will centre around the need to start planning earlier and to collect payment in advance of the event.

Making this opportunity available at no cost to the Board would continue a tradition that many members value highly.

Recommendation:

That this report be approved.

Prepared by: Norm Forster, Information Officer
Communications Services

Submitted by: R. F. Kawai, Superintendent
Information Management Services

Approved by: K. A. Rielly, Director of Education
and Secretary of the Board

/dk

FEB 18 1991

CITY COUNCIL
HAMILTON, CANADA

Alderman Tom Jackson

71 MAIN STREET WEST L8N 3T4 • (416) 546-2730 • RES. (416) 383-3470 – WARD 6

14 February 1991.

Mr. Doug Kelterborn,
Manager,
Property & Insurance,
The Board of Education for the
City of Hamilton,
100 Main Street West,
Hamilton, Ontario.
L8N 3L1.

Dear Mr. Kelterborn:

Thank you for your letter which I received through the Division of Real Estate of our Property Department for the City of Hamilton this past week, pertaining to the alternative site proposals of Franklin Road School and Burkholder School, as a site for the proposed Firehall.

I appreciate you and your staff looking into the matter, but I am now requesting that you would place this item on the agenda of the next Operations Committee meeting of the Board, as a delegation for myself and possibly a couple of the residents from the Macassa Park neighbourhood to appear as well.

I had been in touch with Mrs. June Deans, Ward 6 School Trustee, and we both felt that the process would be better served if I brought it forward, at this time, in this manner.

Thank you ahead of time for your cooperation and assistance in this matter, and if there is anything further my office can do, please do not hesitate to contact me.

Sincerely yours,

Tom Jackson

Tom Jackson,
Alderman, Ward 6.

TJ:dp

cc: *Alderman Vince Formosi, Ward 6.*
Chief G. Baker, Fire Chief.
Mr. D. W. Vyce, Director of Property, Property Department.
Hamilton Board of Education School Trustees, Ward 6 and Ward 7.
Mrs. Laura Mosca, 30 Carmen Avenue, Hamilton, Ontario. L8V 2H6.

The Board of Education for the City of Hamilton

OFFICE OF THE
SUPERINTENDENT OF FINANCE AND TREASURER

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092
FAX (416) 521-2536

MAILING ADDRESS
P.O. BOX 2558
HAMILTON, ONT.
L8N 3L1

1991 02 12

Mr. D.W. Vyce,
Director of Property,
The Corporation of the City of Hamilton,
City Hall,
71 Main Street West,
Hamilton, Ontario
L8N 3T4

Dear Mr. Vyce:

Re: Franklin Road School

Thank you for your letter of 1991-02-01 regarding our Franklin Road School and the City's attempt to locate a site to construct a new fire station in the vicinity of Upper Sherman and Fennell Avenue.

Our staff has given your two proposals due consideration with the following results:

a) Franklin Road School is a very viable school and will remain so well into the future, therefore, we would not wish to sell off any parts of the school grounds.

b) Burkholder School is also a very viable school and will remain so.

c) Vincent Massey would not be suitable to house the students of Burkholder Drive and is presently in use until the end of June, 1991.

d) If Vincent Massey becomes surplus to our needs, we would implement our policies and regulations with respect to future use or disposal.

Page 2 .....

We regret that we are unable to make available Board of Education lands for a fire station, but we know you will understand our position regarding this matter.

Yours truly,

Doug Kelterborn

Doug Kelterborn,
Manager,
Property & Insurance

DK:ml

THE CORPORATION OF THE CITY OF HAMILTON
City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

REAL ESTATE DIVISION
PROPERTY DEPARTMENT

546-2719

1 February 1991

The Board of Education for
the City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1

Attention: D. Kelterborn

Dear Sir:

Re: Franklin Road School

As you are no doubt aware, the City is in the process of searching for a site upon which to construct a new fire station. The area within which we are searching is the Upper Sherman Avenue/Fennell Avenue vicinity.

Staff have initially suggested that a portion of Macassa Park fronting along the eastern perimeter of Upper Sherman Avenue just south of Macassa Lodge would be a suitable location from a fire response time point of view.

This proposal went before a public meeting prior to Christmas which attracted at least two hundred interested citizens. Following the meeting, staff were directed to explore other possible sites before an ultimate decision is to be made.

Alderman T. Jackson and Alderman V. Formosi, both of Ward 6 have asked me to inquire from your Board whether or not:

1. a portion of the Franklin Road School property outlined on the attached plan might be available for purchase by the City for the use proposed. The Franklin Road School property is fairly large (7.53 Acres). The school itself lies along the northern and western units of the site. A large open space grassed area is situated at the southeast corner of Burkholder and Upper Sherman Avenue. This vacant land is used as a soccer/football field during the months of better weather.

A parcel of land at this location measuring 250 feet by 220 feet (more or less) and containing 55,000 square feet would be required. The size of land required could be reduced significantly if it is determined that access to the site is appropriate from both Upper Sherman Avenue and Burkholder Drive.

2. The entire Burkholder School site might be available for purchase by the City.

We are aware that the school is fully operational. However, the thought occurred to us that perhaps the Board might wish to consider relocating the Burkholder School to the vacant Vincent Massey School nearby, if the opportunity presented itself.

Your comments in regards to the two proposals presented above would be appreciated.

Yours very truly,

D. W. Vyce
DIRECTOR OF PROPERTY

DWV/mhs
c.c. Alderman T. Jackson, Alderman, Ward 6
Alderman V. Formosi, Alderman, Ward 6
Chief G. Baker, Fire Chief
Mr. J. G. Pavelka, P.Eng., Director of Public Works
Mr. J. G. Pavelka, P.Eng., Director of Public Works
Attention: Mr. C. Firth-Eagland
Mr. M.C.J. Watson, Manager, Real Estate Division
Mr. R. Martiniuk, Manager, Architectural Division
Mr. R. Martiniuk, Manager, Architectural Division
Attention: Mr. M. Shah

The Board of Education for the City of Hamilton

OFFICE OF THE TRUSTEES

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092
FAX: (416) 521-2539

1991 01 10

Ms. Penny Moss,
Executive Director,
Ontario Public School Boards' Association,
439 University Avenue, 18th floor,
Toronto, Ontario M5G 1Y8

Dear Ms. Moss:

Our Board, this month, is dealing with membership fees to various organizations. The economic situation within this City and Region finds us facing serious budget restraints. The percentage increase in the fee to OPSBA represented by the $85,742.31 levy is seen as excessive at this time.

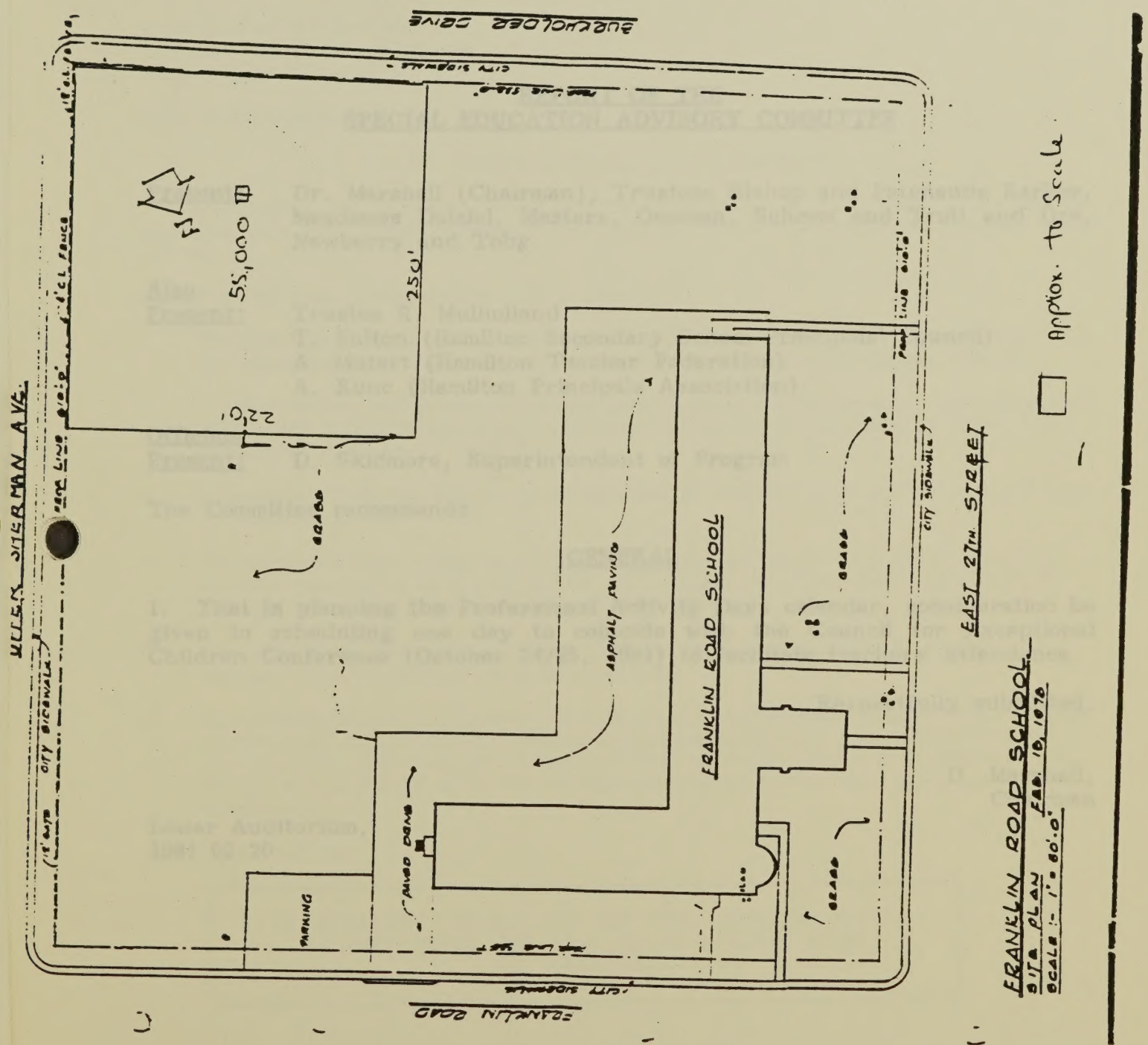
Would it be possible for OPSBA to reconsider the method for establishing a legal defence fund while allowing us to maintain our membership in the Association?

I would appreciate a response as soon as possible. The information will be useful to this Board as it completes its decision making.

Yours sincerely,

M. C. Clarke /sk

Mary Caye Clarke,
Director, OPSBA.


BUCKHOLDER DRIVE
CITY SIDEWALK
PROP. LINE SIDE
55,000 □
250'
220'
PROP. LINE SIDE
GRASS
ASPHALT PAVING
FRANKLIN ROAD SCHOOL
GRASS
GRASS
PAVED DRIVE
PARKING
PROP. LINE SIDE
CITY SIDEWALK
FRANKLIN ROAD
WEEKS STEERMAN AVE.
CITY SIDEWALK
PROP. LINE SIDE
EAST 27TH STREET
CITY SIDEWALK
Approx. to Scale
FRANKLIN ROAD SCHOOL
SITE PLAN
SCALE 1" = 50'-0"
FEB. 18, 1970

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Marshall (Chairman); Trustees Bishop and Patenaude Barker, Mesdames Dalziel, Masters, Oommen, Schram and Trott and Drs. Newberry and Toby.

Also Present: Trustee R. Mulholland
T. Fulton (Hamilton Secondary School Principals' Council)
A. Mutart (Hamilton Teacher Federation)
A. Kunc (Hamilton Principals Association)

Officials Present: D. Skidmore, Superintendent of Program

The Committee recommends:

GENERAL

1. That in planning the Professional Activity Days calendar, consideration be given to scheduling one day to coincide with the Council for Exceptional Children Conference (October 24/25, 1991) to facilitate teachers' attendance.

Respectfully submitted,

D. Marshall,
Chairman

Lower Auditorium,
1991 02 20

Education Centre
100 Main Street West
Hamilton, Ontario

March 5, 1991

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: School Year and School Holidays

In accordance with Regulation 822:82 (under the Education Act), Boards of Education are required to prepare, adopt and submit to the Regional Directors of Education, Ministry of Education, a yearly school calendar.

Please note the following regarding the 1991-92 calendars:

1. The school year is set to commence on September 3, 1991 and concludes on June 26, 1992. This is a school year of 195 days, one more day than the 194 days required in Regulation 822:82.

2. The calendar includes 9 professional activity days; Regulation 822:82 requires: "...school year shall include a minimum of 194 school days of which up to 9 days may be designated by the Board as professional activity days...".

3. In concert with Regulation 822:82, all secondary schools are within the 15-day maximum allowed for examination purposes.

4. The Ministry requires a minimum of 185 instructional days; this calendar calls for 186 instructional days one more than the Ministry requirement. All Federations object to a calendar containing an additional instructional day as noted in the attached letters.

5. This calendar was developed in consultation with the Wentworth County and the Hamilton-Wentworth Roman Catholic Separate School Boards.

6. The recommendations in this calendar were developed by a Committee consisting of the Associate Director (Chair), Superintendent of Information Management Services, Administrative Assistant, Area Supervisor, Staff Development Program Leader, Curriculum Co-ordinators, representatives from A.E.F.O., O.S.S.T.F, H.T.F., the Principals' Associations and the Home and School Association.

It is recommended that:

THE ATTACHED CALENDARS FOR THE HAMILTON BOARD OF EDUCATION FOR THE 1991-92 SCHOOL YEAR BE APPROVED.

Prepared and Submitted by: Al Stockwell
Associate Director of Education

Approved by: Keith A. Rielly
Director of Education and
Secretary of the Board

kd

Ministry of Education
Ontario

School Year Calendar 1991 - 92

[X] Elementary [ ] Secondary

School Board: The Board of Education for the City of Hamilton

School: Elementary Schools

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ⧄ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September	2	18		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
				H									P											P				
October		22			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H														
November	1	20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								P																				
December	1	14		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
						P													H	H	H	H	H	H	H			
January	1	19				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
						H	H	H																				P
February		20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
March	1	16		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
														H	H	H	H	H				P						
April		20				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																		H	H									
May	1	19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								P											H									
June	2	18		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
					P																		P	H	H			
Total	9	186																										

Note: The Regular School Year Calendar 1991-92 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

50-0997 (Revised 10/90)

Ministry of Education
Ontario

School Year Calendar 1991 - 92

☐ Elementary ☒ Secondary

School Board: The Board of Education for the City of Hamilton

School: Composite Secondary

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ⧄ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		20		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
				H																								
October	1	21			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H									P					
November		21	3					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
											E	E	E															
December		15		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H	H	H	H	H	H	H			
January	2	18	4			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
						H	H	H															E	E	E	E	P	P
February		20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
March		17		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
														H	H	H	H	H										
April		20	3			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
											E	E	E					H	H									
May	1	19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								P											H									
June	5	15	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
														E	E	E	E	E	P	P	P	P	P	H	H			
Total	9	186	15																									

Note: The Regular School Year Calendar 1991-92 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

50-0997 (Revised 10/90)

Ministry of Education
Ontario

School Year Calendar 1991 - 92

☐ Elementary ☒ Secondary

School Board: The Board of Education for the City of Hamilton

School: Vocational Secondary

Approved by (signature of Board Officer)

Legend: H - Statutory School Holiday; E - Scheduled Examination Day; P - Professional Activity Day; ⧄ Half Day

Month	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		20		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
				H																								
October	1	21			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H									P					
November		21						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
December		15		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H	H	H	H	H	H	H			
January	3	17	4			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
						H	H	H														E	E	E	E	P	P	P
February		20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
March		17		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
														H	H	H	H	H										
April		20				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
																		H	H									
May	1	19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
								P											H									
June	4	16	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
															E	E	E	E	E	P	P	P	P	H	H			
Total	9	186	9																									

Note: The Regular School Year Calendar 1991-92 provides a total of 197 schooldays to be comprised of at least 185 instructional days and up to 9 Professional Activity days. This Calendar provides 3 extra days (in excess of the minimum of 194) which must be taken either at the beginning or end of the school year.

50-0997 (Revised 10/90)

Ministère de l'Éducation
Ontario

Calendrier scolaire 1991 - 92

☐ élémentaire ☒ secondaire

conseil scolaire: The Board of Education for the City of Hamilton

école: G. P. Vanier

approuvé par (signature du reponsable du conseil)

Sigles : H - vacance scolaire règlementaire; E - jour d'examen déterminé; P - journée pédagogique; ⧄ demi-journée

Mois	Journées pédagogiques	Jours de cours	Jours d'examen déterminés	1er semaine					2e semaine					3e semaine					4e semaine					5e semaine				
				L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V	L	M	M	J	V
septembre		20		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
				H																								
octobre	1	21			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
														H									P					
novembre		21	3					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
décembre		15		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
																			H	H	H	H	H	H	H			
janvier	2	18	4			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
						H	H	H															E	E	E	E	P	P
février		20		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
mars		17		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
														H	H	H	H	H										
avril	1	19	3			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
								P			E	E	E					H	H									
mai		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
																			H									
juin	5	15	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
														E	E	E	E	E	P	P	P	P	P	H	H			
Total	[illegible]	186	15																									

Remarque : Normalement, le calendrier scolaire 1991-92 comporte au total 197 jours d'école dont 185 au moins seront des journées d'enseignement et pas plus de 9 des journées pédagogiques. Il reste ainsi 3 autres jours qui, en régle générale, peuvent être pris soit au début, ou soit à la fin de l'année scolaire.

50 0997 (Revised 10/90)

PROFESSIONAL ACTIVITY DAYS - 1991 - 1992

RATIONALE

1. SCHOOL-BASED P.A. DAYS

September13, September 30, November 1, 1991; January 31, 1992- Elementary - School-based P.A. Days are vital to decentralized school-based planning at all levels in the Hamilton Elementary System. These days are used in a variety of ways based on each school's long-range plans. Among the areas addressed are in-service requirements of staff to implement the school plan, in-service of staff to implement system thrusts (e.g. activity-based learning), program and team planning, staff conferences regarding individual pupils and conference attendance.

2. ELEMENTARY - PARENT-TEACHER INTERVIEWS

December 4, 1991; March 26, June 2, 1992 - Communication between the home and school is one of the most important aspects in the success of the child at school. Working together as a team, the teacher and parent/guardian are able to share in the ongoing development of the individual. The parent/teacher conference is one of the most effective methods of providing the parents with a clearer understanding of their child's progress.

Academic progress, social skill development, program identification as well as other specific general concerns are among areas discussed. Discussion regarding future placements and special needs, to name but two, are also topics that may be raised.

Although opportunities for interviews are available at any time during the school year on a parent or teacher initiated basis, the three scheduled dates ensure a system-directed focus to all parents. As well as interviews on these specific days, some time may be devoted to staff development.

3. CURRICULUM IMPLEMENTATION DAY

October 25, 1991 - Vocational Secondary, Composite Secondary, G. P. Vanier
January 31, 1992 - Elementary - This day will be planned by Superintendents of Schools, Area Supervisors, Principals and Co-ordinators.

4. TURN-AROUND DAYS

January 29-31 - Vocational Secondary
January 30-31 - Composite Secondary, G. P. Vanier - Each Principal is responsible for organizing the program for the turn-around days at the end of the semester. Teachers in each subject department will review student results, course materials, course aims and objectives and make any necessary revisions. Course outlines and evaluation policies will be prepared for distribution to Semester 2 students.

Administration and guidance personnel will: review student results; counsel Semester 1 students - both leaving school and those requiring program changes for second semester; process Semester 2 intake of students.

Librarian will process outstanding book accounts from Semester 1 and reorganize library materials and programs in preparation for Semester 2.

5. YEAR-END DAYS

June 26, 1992 - Elementary - The past year will be reviewed and planning for the next year will take place to provide continuity to the school program. An orientation program will be provided for teachers who will be new to the school in the following September.

June 23-26, 1992 - Vocational Secondary
June 22-26, 1992 - Composite Secondary, G. P. Vanier - These days are used to finalize marks, prepare for graduation, complete staffing requirements for the coming year, review program and complete other year-end activities.

Classroom teachers compile final marks, assist in promotion meetings, counsel students on a subject basis. They also participate in graduation ceremonies, in-service sessions and preparation for the coming year.

Heads of Departments review final marks, assist in promotion meetings and graduation. They modify courses, check equipment and supplies and in-service new staff.

Guidance counsellors participate in promotion meetings and graduation. They counsel students regarding summer school and course changes.

Librarians collect outstanding resources, complete purchases, conduct inventories, participate in year-end reviews and prepare for the coming year.

Administration review final results, organize student records and manage graduations. They complete staffing requirements, organize in-service sessions and prepare the school organization for the new school year.

6. FEDERATION DAYS

April 3, 1992 - A.E.F.O.
May 1, 1992 - H.T.F., O.S.S.T.F.

1991 - 1992 Professional Activity Days

	Elementary	Vocational	Composite	G.P. Vanier
Sept. 13	① - in-school			
Sept. 30	① - in-school			
Oct. 25		③ - curr. imp.	③ - curr. imp.	③ - curr. imp.
Nov. 1	① - in-school			
Dec. 4	② - interviews JK-8			
Jan 29-31		④ - turn-around		
Jan. 30-31			④ - turn-around	④ - turn-around
Jan. 31	③ - curr. imp.			
March 26	② - interviews JK-8			
April 3				⑥ - AEFO
May 1	⑥ - HTF	⑥ - OSSTF	⑥ - OSSTF	
June 2	② - interviews JK-8			
June 22-26			⑤ - year-end	⑤ - year-end
June 23-26		⑤ - year-end		
June 26	⑤ - year-end			

Professional Activity Days

① School-oriented in-service; program planning, implementation and evaluation.

② Parent/teacher interviews to promote a better understanding and communication between the schools and the community they serve.

③ Curriculum implementation by Superintendents of Schools, Area Supervisors, Principals and Co-ordinators.

④ Turn-Around or Year-End (secondary) - evaluation of the semester just ended and organization for the ensuing semester.

⑤ Year-End (elementary) - day used for evaluation, orientation and school closing.

⑥ Hamilton Teachers' Federation, Ontario Secondary School Teachers' Federation, A.E.F.O. - a professional activity day.

That the following Holiday Schedule for the Secondary School offices and Education Centre office be incorporated into the 1991-92 School Year Calendar.

Monday, September 2, 1991 - Labour Day

Monday, October 14, 1991 - Thanksgiving Day

Tuesday, December 24, 1991 - 12:00 Noon Closing

Wednesday, December 25, 1991 - Christmas Day

Thursday, December 26, 1991 - Boxing Day

Tuesday, December 31, 1991 - 12:00 Noon Closing

Wednesday, January 1, 1992 - New Year's Day

Friday, April 17, 1992 - Good Friday

Monday, April 20, 1992 - Easter Monday

Monday, May 18, 1992 - Victoria Day

Wednesday, July 1, 1992 - Canada Day

Monday, August 3, 1992 - Civic Day

1990 02 27
SC/et

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION
HAMILTON DISTRICT
149 SANFORD AVENUE NORTH, HAMILTON, ONTARIO L8L 5Z4 TEL. 577-9398

1991 02 26

Mr. A. L. Stockwell
Associate Director of Education
Hamilton Board of Education
The Education Centre
Hamilton, Ontario

Dear Mr. Stockwell:

On behalf of the members of the Hamilton District of the Ontario Public School Teachers' Federation, I would like to express our appreciation for the opportunity to be involved in the process of recommending a school year calendar for 1991-92.

The members are generally in agreement with the positioning of Professional Activity Days through the year. The pattern is essentially similar to that which has worked well in the past. One unresolved matter, however, is the total number of working days in the school year. On this matter we view the Ministry's recommended minimum to be the appropriate number, and would maintain that position for the year 1991-92. Thus, while the calendar offers 197 possible days, it provides for three days that we contend should be declared holidays. We have essential agreement on the two at the end of June. For the third day to be declared, we would recommend the middle of February, the third Monday, as a "Heritage Day", a day which is enjoyed by many workers in this city. What would also be welcomed is an additional day added to either the end or the beginning of either the Christmas or March break. In fact, the telephone calls into our office indicate an overwhelming endorsement of this year's pattern of the Friday before March break.

It should be noted that the approval of the third day, to achieve the regulated number of days of 194, would not involve any direct expenditure to the Board. In fact it is possible that there might even be a slight savings with hourly-paid employees. The value to the Board would exist at the level of staff morale. In a year of restraint, when so many teachers will be required to make adjustments, a unilateral imposition of an additional working day would not be received with favour. There would be a payoff to the Board in morale, at no monetary cost, through our recommendation.

The whole issue of 194 working days is a matter of provincial policy. I have enclosed an excerpt from the current policy document for your reference.

Sincerely,

Rein Ende

Rein Ende
President

HAMILTON W.T.A.

The Hamilton Women Teachers' Association

149 SANFORD AVE. N., 3RD FLOOR, HAMILTON, ONTARIO L8L 5Z4

1991 02 26

Mr. A. L. Stockwell
Associate Director of Education
Hamilton Board of Education
The Education Centre
P. O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Stockwell:

On behalf of the Hamilton Women Teachers I would like to express our appreciation for having invited us to be represented on the Calendar Committee. The school year is very much a part of the overall working conditions that influence the delivery of programs in the classroom.

With this in mind, I would like to express the concern of our membership that the Federation request to keep the school year at 194 days has not been considered. It is indeed the policy of FWTAO that the school year be negotiated to be no longer than 194 days. For your reference I am enclosing a copy of the FWTAO model agreement which states this.

In these very anxious times of budget restraint and general lack of recognition for the many hours that elementary teachers spend beyond classroom duties in order that excellent educational programs are delivered in our schools, adherence to the 194 day year would be a tremendous uplift of morale for our teachers. I urge you to reconsider this request and present it to the appropriate decision making forum.

Sincerely,

Patrisia Nanayakkara

Trish Nanayakkara
President

FEB 28 1991

Fax (416) 549-4992 Phone 544-0181

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

District 8 Office 1188 Barton Street East Hamilton, Ontario L8H 2V7

February 28, 1991

Mr. A. Stockwell
Associate Director
Board of Education for the City of Hamilton
100 Main St. W.
Hamilton, Ontario
L8N 3L1

Dear Mr. Stockwell:

On behalf of OSSTF, District 8, I would like to thank you for encouraging our participation on the Board's Calendar Committee.

However, we have serious concerns regarding the number of teaching days being included in the 1991-92 school calendar. It is clearly the position of OSSTF that the Ministry stipulated minimum number of school days is the actual number required in a year. As such, the school year should be taken as 194 school days.

As has been noted by various sources this year, the sense of overload on Board personnel is pervasive throughout the system, and the idea of increasing the workload gratuitously is repugnant. It is our belief that the increase in morale resulting from a strategically placed day off would be of benefit to the whole education system, especially as the cost would be zero.

Thank you.

Yours sincerely,

Jim Douglas

Jim Douglas
President

JD:js

FEB 22 1991

Association
des enseignantes
et des enseignants
franco-ontariens

Unité Secondaire Hamilton 100, rue Macklin nord, Hamilton (Ontario) L8S 3S1 (416) 528-0301

1991 02 21

Mr. A. L. Stockwell,
Associate Director of Education,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1.

Dear Mr. Stockwell,

As a follow-up to the meetings concerning the scholastic calendar of 1991-92 the "Association des enseignantes et enseignants franco-Ontariens" (AEFO) has adopted a very precise point of view. The Education Act stipulates that the school year consists of a minimum of 194 days, of which 9 are professional development days. The proposed scholastic calendar of 1991-92 has a total of 197 days. Presently, AEFO would like to make known its position concerning this situation. AEFO believes that one must respect the appropriate number of school days and any exceeding days should be granted to its members. In 1991-92 two of the supplementary days should be taken June 29 and 30, 1992. As for the third day, AEFO recommends that it should be taken February 10, 1992 to celebrate "Heritage Day" because we believe it is important to underline our Canadian cultural heritage.

Yours sincerely,

Rosaire Provencher
vice-president of AEFO

Lise Beaulac
representative of the AEFO
committee of the 1991-1992
Vanier scholastic calendar.

Association
des enseignantes
et des enseignants
franco-ontariens

Unité Secondaire Hamilton 100, rue Macklin nord, Hamilton (Ontario) L8S 3S1 (416) 528-0301

1991 02 21

M. A. L. Stockwell,
Adjoint au directeur de l'éducation,
100 ouest, rue Main,
Hamilton, Ontario,
L8N 3L1

M. Stockwell,

Suite aux réunions concernant la préparation du calendrier scolaire 1991-92, l'Association des enseignantes et des enseignants franco-Ontariens (AEFO) a adopté un point de vue bien précis. L'acte de l'Éducation stipule qu'une année scolaire comprend un minimum de 194 jours dont 9 journées pédagogiques. Le calendrier scolaire 1991-92 compte au total 197 jours. Par la présente l'AEFO tient à souligner sa position face à ce dilemme. L'AEFO croit qu'il faut respecter le nombre approprié de journées scolaires et que toute journée excédant ce nombre doit revenir à ses membres. En 1991-92, deux des journées supplémentaires du calendrier seront prises le 29 et 30 juin 1992. En ce qui concerne le troisième jour, l'AEFO recommande que l'on prenne le 10 février 1992 comme étant une journée consacrée au Patrimoine. Tout comme d'autres institutions l'AEFO croit qu'il est important de souligner notre héritage culturel en lui attribuant une journée bien particulière.

Sincèrement vôtre,

Rosaire Provencher

Rosaire Provencher,
vice-président de l'AEFO.

Lise Beaulac

Lise Beaulac,
représentante de l'AEFO
sur le comité du calendrier 1991-92

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 03 05

To the Chairman and Members,
Operations Management Committee,
Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

Re: Re-Organization of Senior Managers

If one accepts the premise that the structure of our organization exists primarily to serve the needs of our students, staff, trustees and community, then we must accept, as well, that this structure must be open and willing to change.

In the past several years there have been many changes in our schools, our Board and Senior Management with respect to our operations, personnel, financial resources and the expectations of the public. The pace of these changes has greatly accelerated since reorganization and the last election.

On the attached flow chart, an attempt has been made to provide an overview of some of the changes that have taken place over the past 30 years in our Board. The chart is not meant to be historically accurate or all-inclusive. It is used to make the point that the culture of our Board has changed in response to the many environmental forces that have impacted on it.

Given this reality, the following reorganization for senior managers is proposed. It is our opinion that this reorganization will better reflect our changing role and help us to be more effective in addressing new concerns, issues and directions of trustees, schools, staffs and our community.

We believe this organization will be more effective in decision-making, developing and processing information and in our direct communications and team building with trustees. We know that any organization, like any relationship, that is not founded on trust, openness, sharing and mutual respect, will have a short life. We are hopeful that this organization will help to enhance our effectiveness internally as well as in the system.

RECOMMENDATION:

That the proposed reorganization of Senior Management be accepted for information.

Prepared by: Senior Management

Approved and submitted by: Keith A. Rielly,
Director of Education and Secretary.

attach.

1960's and Earlier

Centralization

- Student Growth
- Increase in School Construction
- Strong Department and Panel Centralization and Control
- Autocratic
- Restricted School Autonomy
- Very Limited Trustee Involvement
- Community Involvement Restricted
- Accountability not an Issue
- Resources Limited
- Limited Curriculum Experimentation
- Male-dominated
- Elementary School Closures

1980's
Growth & Development Era (Transition Years)

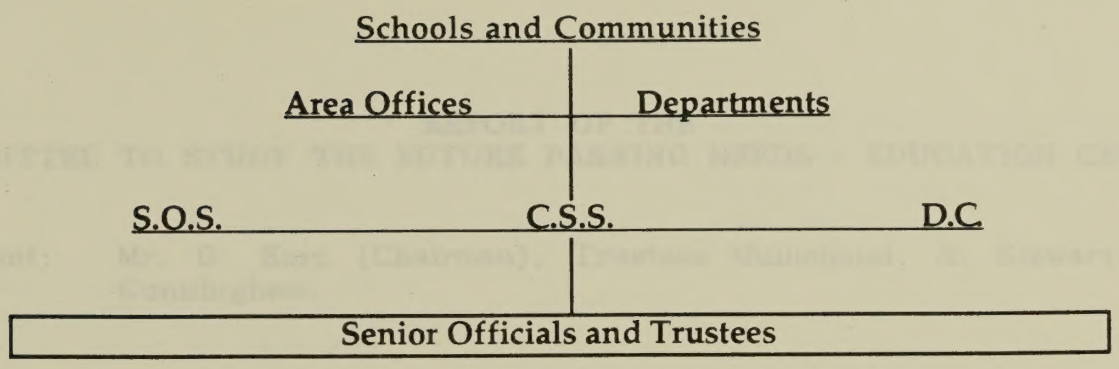
- Decline in Enrolment
- Blueprint for the 80's
- Shared Leadership Evolving
- Trustee Role Identification
- Community With Limited Involvement
- Accountability Growing
- Resource Rich, Rapid Curriculum Growth
- Bill 30

1990's
Planning Era

De-Centralization

- Shared Vision and Mission
- Identified System Priorities
- Collaborative Leadership
- Increased Empowerment at All Levels
- Decrease in Central Control
- Site-Based Management
- Increased Trustee Interest
- Community Desire for Involvement and Input
- Demand for Accountability
- Program Consolidation
- Limited Funding and Resources
- Linking of Budget with System Priorities
- People Oriented
- Role of "Care Giver" Dominant

Management Structure and Roles



Senior Management	Supers. of Schools	Central Service Supers.	Director's Council
Team Building Strategic Planning Issue Identification In-service Succession Planning	Decision-making related to Areas, Schools and their communities. Planning and developing various field functions on a decentralized model in line with system priorities. Supervision and evaluation of all school and area personnel. Liaison with Central Service Supers. on issues of System and Area concern. Professional Dev. Sharing of Area and school plans.	Decision-making relating to Central Office depts. Planning and developing initiatives and functions of Central Office. Supervision and evaluation of Central department personnel. Liaison with Central departments and S.O.S. Professional Development Co-ordinating various functions of Central Office.	Liaison with Standing Committee Chairpeople to build committee agendas. Co-ordinating, facilitating and expediting decision-making and activities of the committees. Planning, organizing and co-ordinating Reports to the Board. Support school initiatives. Facilitate operations.
Meeting Times:			
3 times/year for 2 days	Mondays 1-3	Mondays 11-12	Mondays 9-11
Composition:			
K. Rielly A. Stockwell All Superintendents Ass't. Super. Program Controller	A. Stockwell R. Binns D. Rothwell N. Nicholls M. Quinn P. Gillie R. Lavoie D. Skidmore	K. Rielly D. Skidmore R. Kawai B. Orlando P. Shewfelt B. Sinclair G. Rappolt G. Rutledge	K. Rielly A. Stockwell B. Sinclair P. Shewfelt D. Skidmore

REPORT OF THE
COMMITTEE TO STUDY THE FUTURE PARKING NEEDS - EDUCATION CENTRE

Present: Mr. G. Korz (Chairman), Trustees Mulholland, A. Stewart and Cunningham.

Also Present: Trustees Clarke, Deans, Hicks and McWhinnie.

Officials Present:
K. Rielly (Director of Education and Secretary)
P. Shewfelt (Superintendent of Finance and Treasurer)
R. Orlando (Superintendent of Plant)
D. Kelterborn (Manager, Property and Insurance)

The Committee recommends:

GENERAL

1. That the Update on the Underground Parking Proposal from Mr. Peter Baker, Manager of the Municipal Parking Authority, be received for information.

2. That the verbal Report on the Utilization of Property from other Boards of Education be received for information.

Respectfully submitted,

G. Korz
Chairman

Committee Room,
1991 02 19

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 03 05

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

(a) That the following trip request(s) be approved:

(i) Burkholder, Grades 6-8, Outdoor Education, Camp Arowhon, Algonquin Park, 1991 06 11-14 (Tuesday to Friday)

(ii) Norwood Park, Grades 7-7, Quebec City, 1991 05 20-06 01 (Wednesday to Saturday)

(iii) Woodview Children's Centre, Special Education, Ottawa, 1991 05 29-31 (Wednesday to Friday)

(iv) Westview, Grade 7, Outdoor Education, Laurentian Lodge, `1991 06 11-14 (Tuesday to Friday)

(v) Delta, Grades 9-OAC, 1991 05 23-24, Toronto - Ontario Model Parliament (Thursday to Friday)

(vi) Hill Park, Sir Winston Churchill, Westdale, TR Program, Kingston, 1991 05 13-15 (Monday to Wednesday)

(vii) Westdale, Grades 9-OAC, Chicago, Illinois, International Music Festival, 1991 05 22-26 (Wednesday to Sunday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(b) That the following trip requests be added to clause (a):

(viii) Sir Allan MacNab, OAC, Stratford, 1991 05 09 (Thursday)

(ix) Sir John A. Macdonald. Grades 9-OAC, Outdoor Education, Bark Lake Provincial Camp, 1991 05 27-29 (Monday to Wednesday)

March 5, 1991

To the Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen:

The Addiction Research Foundation wishes to monitor the use of alcohol, tobacco and other drugs by students in Ontario. York University Institute for Social Research is acting as the research agency for the Foundation in this study.

For some years, the Addiction Research Foundation has provided province-wide statistics to school boards regarding trends among young people regarding alcohol, tobacco and drug use. This agency is the only organization in the province providing long-term factual information for our Health and Physical Education teachers to use in curriculum development and student counselling.

We are asked to permit workers from the Institute for Social Research to administer a questionnaire (approximately 35 minutes in length) to one grade seven class in each of ten randomly chosen Hamilton Board of Education schools. This questionnaire will be administered sometime in April, 1991.

It is recommended that the Hamilton Board of Education participate in the 1991 Addiction Research Foundation study.

Prepared by: O. Jackson
Supervisor, Research Services

Submitted by: R. F. Kawai
Superintendent, Information Management Services

Approved by: K. A. Rielly
Director of Education and Secretary of the Board

/dk

revised

A G E N D A

OPERATIONS MANAGEMENT COMMITTEE

1991 04 09

Confirmation of the minutes of the 1991 03 05 meeting and special meeting of 1991 03 21.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the officials re Firehall - Mountain (Franklin Road property) - **Pages 1 and 2 and 2A**

2. Report from the officials re Sale of Union School - **Page 3**

3. Update - Budget Communications Plan - **Pages 4 to 11**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 12**

2. Presentation regarding Community School Workers - Doors of Friendship and North Central Community School Association - **please refer to separate attached document**

3. 1990 Audited Financial Statement - **please refer to separate attached document**

4. 1990 Audited Statement for the Board of Education for the City of Hamilton Foundation - **please refer to separate attached document**

5. Transfer of title of two portables to Chedoke Hospital - **Page 13**

6. Report of the Special Education Advisory Committee - **Page 14**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 15 and 15A**

2. Request of Allenby parents re September, 1991 organization - **Pages 16 and 17**

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 04 09

To the Chairman and Members,
Operations Management Committee,
Hamilton Board Of Education

Ladies And Gentlemen:

Report of Officials Regarding Proposed Fire Hall - Franklin Road School Property

The following information is in response to the questions and concerns expressed at the March 1991 Operations Management Committee.

1. The grass area of the play field would be reduced by 27% of its total area. The portion severed would leave two disjointed sections of play area for school use. (See map attached.).
2. The loss of space will curtail outdoor school use in the instructional program (physical education, Play Day, School Fair) and during the daily recess and noon hour lunch program.
3. The reduction and sectioning of available space will further affect supervision of students. The grass area immediately south of the south door entrance is a blind spot in terms of supervision during high crowd times. As a result it is an out of bounds area at these times. The effect of less play space for 350 children is likely to be more incidents of conflict and more accidents.
4. As part of the School Plan and Environmental Initiatives a "green area" for the south end of the play field is being planned. The proposal would limit the area available and the school plans for this project.
5. Members of the school share the attraction and safety concern expressed by several trustees. The noise of emergency vehicles is very distracting to many children and having a fire hall on the site would increase this distraction. This will affect the concentration of some learners. Many young children would be curious about the equipment and the proximity of the station could cause them to be at risk. The majority of the children attending Franklin Road are primary age (3.5 years to age 10). In recent memory 3 students have been hit by cars in the area of Upper Sherman and Franklin Road.
6. A budget request of this school has been to enlarge the parking lot. Approving such a request would be approving the use of some of the grass area - a further reduction in play field. Although the school is able to accommodate the population, if portables were ever required in the future to meet program needs there would be limited space to consider.
7. Three groups currently rent the playfield for baseball use during the evening. The remaining space would not likely be sufficient for a ball diamond.

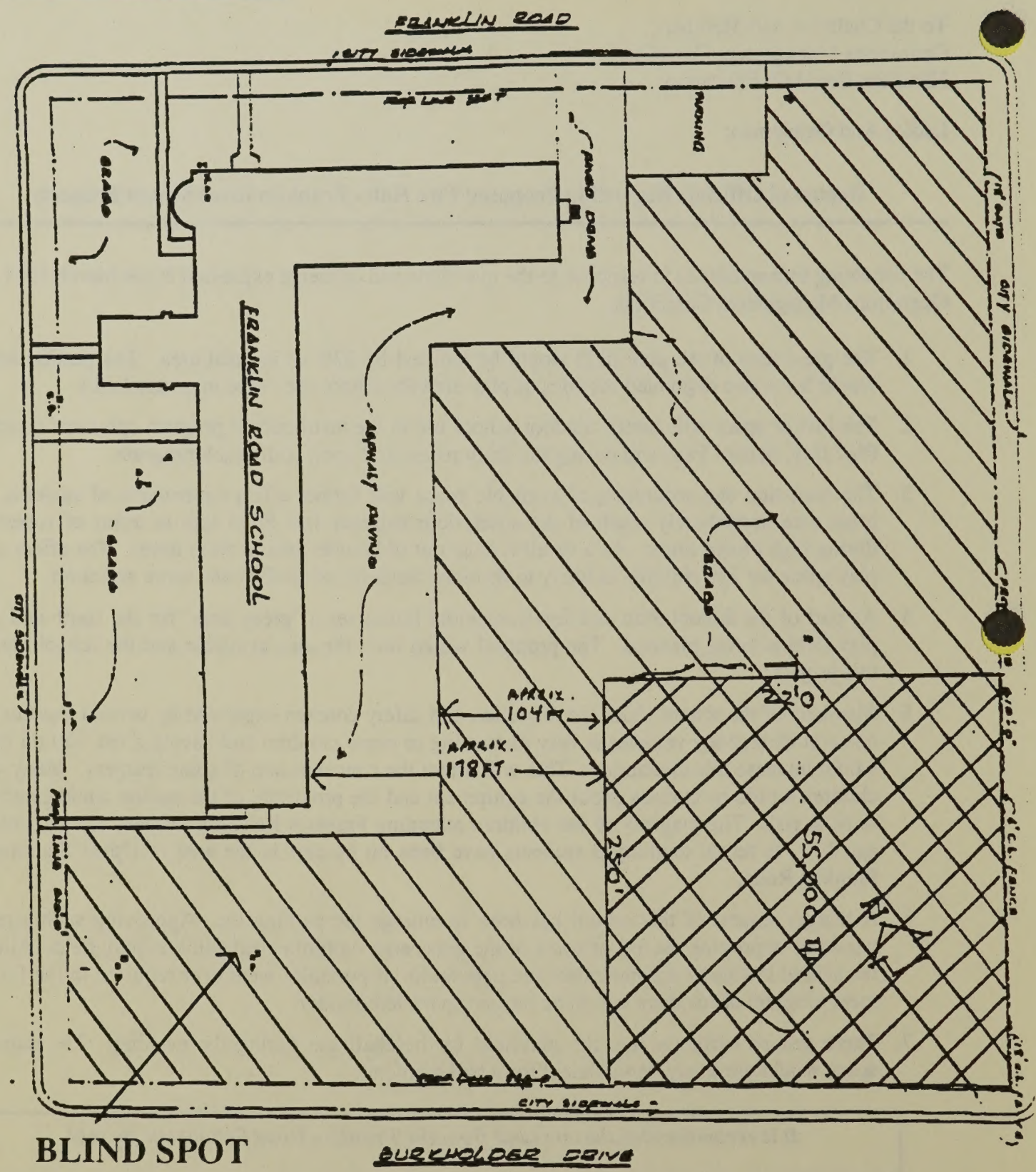
It is recommended that no land from the Franklin Road School site be sold.

Prepared and Submitted by: D. Kelterborn; Manager, Property and Insurance
P. Gillie; Superintendent of Schools - Area 4

Approved by: K. A. Rielly - Director and Secretary

Report of Officials Regarding Proposed Fire Hall - Franklin Road School Property

IMPACT ON PLAY FIELD

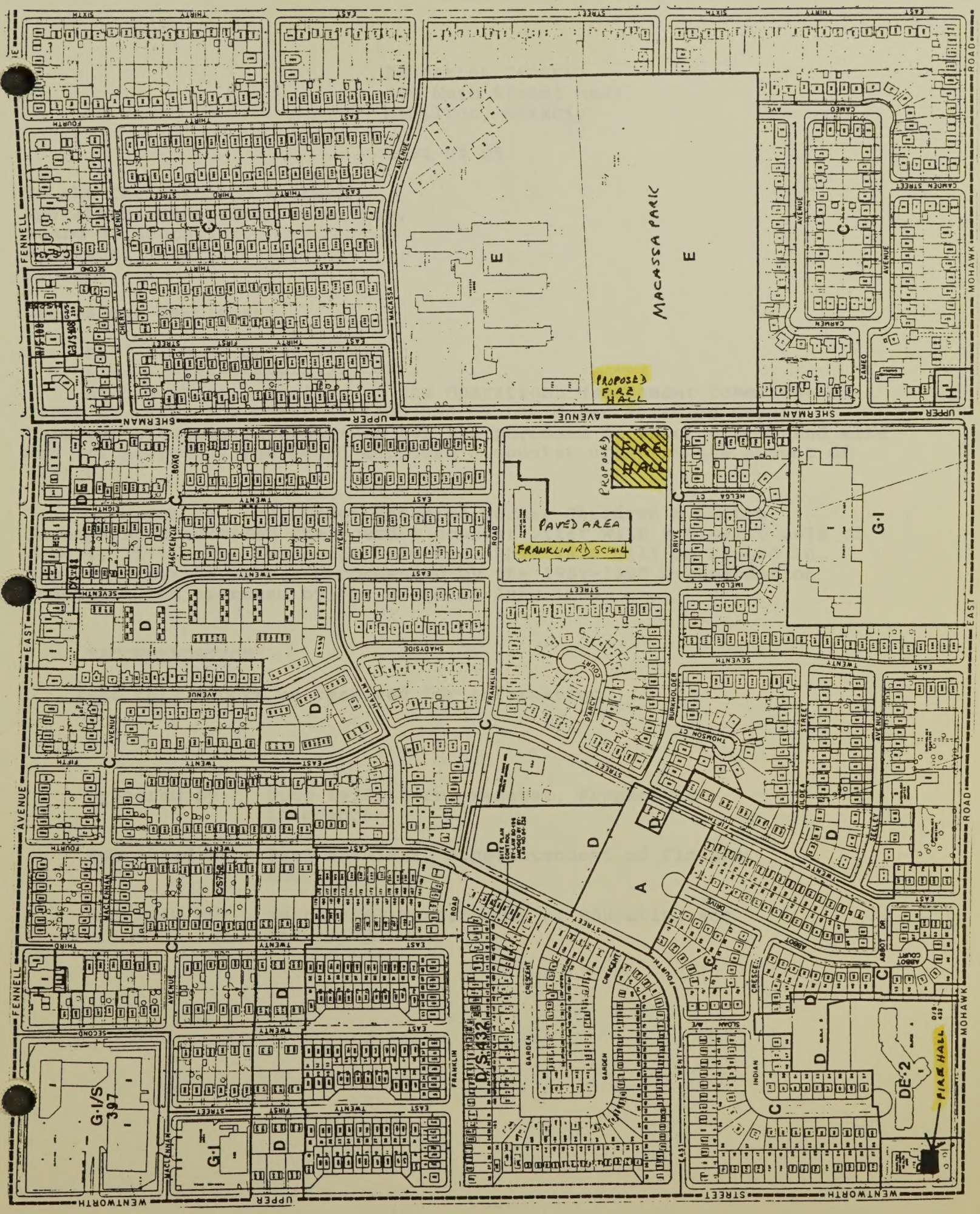


BLIND SPOT

AREA OF GRASS HATCHED = 204,414 SQ. FT. (100%)

AREA OF PROPOSED FIREHALL = 55,000 SQ. FT. (27%)

AREA OF GRASS REMAINING = 149,414 SQ. FT. (73%)


MACASSA PARK
PROPOSED FIRE HALL
PAVED AREA
FRANKLIN RD SCHOOL
PROPOSED FIRE HALL
FIRE HALL
SHERMAN AVENUE
UPPER
MOHAWK ROAD
FENNELL AVENUE
WENTWORTH STREET
EAST
MACASSA
CAMEO AVE
CAMEO
CAMDEN STREET
MELGA CT
DRIVE
G-I
G-I/S 397
D.S. 432
DE-2
FIRE HALL
MACKENZIE ROAD
SHADYSIDE AVENUE
FRANKLIN ROAD
GARDEN CRESCENT
TWENTY
SEVENTH
SIXTH
FIFTH
FOURTH
THIRD
SECOND
FIRST
THIRTY
THIRD STREET
CHERRY
MACKENNAN
INDIAN
SLOAN AVE
ABBOT CRESCENT
ABBOT COURT
ILDRA STREET
SELLEY
THOMSON CT
BURKHOLDER
DARCY COURT
SITE PLAN CONTROL CONTROLLED AREA AMENDED BY BL 84-255

Education Centre,
100 Main Street West,
Hamilton, Ontario

1991 04 09

To the Chairman and Members
Operations Management Committee,
Board of Education,
Hamilton, Ontario
L8N 3L1

Ladies and Gentlemen:

Re: Sale of Union School

At the special meeting of the Operations Management Committee on March 21, 1991 the offer of $300,000 by the Upper Paradise Corner Children's Centre Incorporated for the purchase of Union School and site was not accepted. The Board approved a counter offer in the amount of $465,000.

On March 26, 1991 Upper Paradise Corner Children's Centre Incorporated accepted the Board's counter offer with a closing date of June 1, 1991. The funds realized from this sale will be placed in Capital Reserves as was recommended by the 1989-1990 Accommodation Committee and approved by the Board in July 1990.

RECOMMENDATION:

That this report be received for information.

Prepared by: Doug Kelterborn, Manager, Property & Insurance

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith Rielly, Director of Education and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1
1991 04 09

To the Chairman and Members
Operations Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen

Re: Budget Communications Plan Progress

Plan Accomplishments to Date

In January 1991 the Board approved a Budget Communications Plan designed to communicate information to the public through a variety of stratgies. The cost estimate was $11,420 and 1929 staff-hours.

The plan's 20 strategies incorporate the following two messages:

1. The six percent limit on local education tax increases, approved by the Board in December. In light of last year's 18.1 percent increase it is imperative that the public be aware of this year's considerably lower target.

2. The value of education as an investment in the future and the quality of the education delivered in our schools. Through understanding how our schools and programs operate, the public will gain a positive outlook on how educational dollars are spent.

Of the 20 strategies in the Budget Communications Plan, some strategies are already complete or are nearing completion. For most other strategies, crucial preparatory work has been completed, and they will be implemented throughout April. The plan is structured to peak in April--especially the strategies designed specifically to communicate the details and rationale of this year's budget.

At the time the plan was adopted by the Board, most schools and areas had already established their public relations priorities for the year. Schools have shown good cooperation, particularly in integrating Budget Communications strategies and messages into Education Week activities.

For details on the progress of this plan, see APPENDIX A

Conclusion

A great deal of work has gone into the preparatory stages of the Budget Communications Plan. The major and most visible implementation activities in this plan will take place during April. A further report will be brought forward to the May meeting of the Operations Management Committee.

The 20 strategies within the Budget Communications Plan were originally designed to address directly those problems which might arise with respect to the 1991 budget. The scope and nature of many of the strategies will, however, have a positive impact on the Board's image beyond the budget issue itself. By carrying on some of the strategies throughout the remainder of this school year, the public will gain a better understanding and appreciation of the quality education offered by our Board and the successes of programs in our schools.

Recommendation:

That this report be received for information

Prepared by:
IMS - Communications

Submitted by:
R. Kawai, Superintendent of Information Management Services

Approved by:
K. Rielly, Director of Education

UPDATE ON 1991 BUDGET COMMUNICATIONS PLAN 1991/04/09 APPENDIX "A"

No.	Strategy	Progress
1	Provide in-service on elements of effective P.R., including simulated TV & radio interviews involving Board Chairman, Vice-Chairman, Director & Associate Director.	Members of Chairs Committee and Senior Officials will be provided with techniques to maintain effectiveness under the "heat" of the TV news Camera and radio microphone. Resource people are being selected. Sessions will be conducted during one or two evenings in April with simulated situations and video equipment. Sessions will be scheduled, including at least one for this month.
2	Provide video to staff on good public relations.	Contacted sources of professional PR videos and screened three videos --all deemed to be too business-oriented. Solicited PR videos from our schools -- all too specific to individual schools. Contacted other Boards of Education, who agreed that such a video is badly needed. Now investigating through National School P.R. Association, Teacher Federations, and the Canadian P.R. Association
3	Trustees & officials to hold two public meetings to discuss education issues & taxpayer concerns. (One meeting on mountain & one in lower city)	Superintendent of Information Management Services submitted a preliminary request to Chairman, suggesting that a Trustee/officials planning group to be established. Planning is underway to finalize arrangements, advertise meetings through media and school newsletters, and to hold meetings in latter part of April.

4	Meeting with Hamilton Spectator Editorial Board.	Meeting took place at Hamilton Spectator from 1:30 to 3:00 pm on February 13 . Board Chairman, Vice-Chairman, Director, Associate Director, Superintendent of Program, Superintendent of Finance, Superintendent of Information Management Services and Information Officer met with the Editor of Editorial Page, Editor of Forum page, two Editorial writers and the Education News Reporter. The presentation was excellent. Themes covered included *Why costs are continuing to rise?* *Board's attempts to balance our community's ability to pay and the demands for education services* *Role of the education system in this community, and* *The communications challenge which is confronting us* This meeting, originally set to last 45 minutes, was extended to one and one half hours. A positive article followed immediately. Since that time, there has been one editorial which was balanced and put forth some of the points we made during this session.
5	Trustees invite city Aldermen to attend Area meetings. Promote a good exchange of information about education today.	Memo sent to Superintendents of Schools to establish the process. Superintendents are contacting Trustees to invite Aldermen to attend area/school events. Superintendents advising the Director of arrangements. Continuing contact is taking place between Trustees and Aldermen.
6	Provide speakers to address chamber of commerce and other community groups	A lengthy list of speakers, in addition to those in our Speaker's Bureau, will be refined on April 4. Plans are underway to contact the Chamber of Commerce and other community groups.

7	Enhance image of teachers.	A dedicated group, including Presidents of OSSTF. HTF, HWTA, AEFO is at work. Ten potential strategies have been drawn up. In addition, each member is telephoning two of the taxpayer critics who called last year. The purpose of these calls is to find out what they think about teachers. At the next meeting on April 12, these telephone findings will be considered and a manageable number of strategies will be undertaken.
8	Produce various print documents.	IMS Communications, using input of Trustees Korz and Clarke, has produced a "Pocket Facts" to be in print by the first week of April. Content will be further used as a basis for Principals' news letters. The Information Officer is writing a Budget Update newsletter to the school system. The first issue is going to appear within the next few days. Others will follow as the budget review process unfolds. A consistent theme will be adopted for inclusion in our communications plan based on the outcome of the budget review process.
9	Prepare insert for city tax bill.	The Superintendent of Finance and Information Officer are pursuing the possibility of having an education information flyer, arranged in co-operation with the City to be distributed in early May.
10	Invite reporters into schools.	A "do-it-yourself" media release which schools can use (easily) to get coverage of events is undergoing final revisions. Having dealt first with TV, radio and video, the Media committee is now going to turn its attention to newspapers at meeting on April 3. Feature articles on schools and programs are appearing in community newspapers.

11	Staff and Trustees to appear on radio talk shows.	The following programs have taken place: PA DAYS, Superintendent of Program, CHML SPECIAL EDUCATION, Supervisor of Special Education and Superintendent of Program, CKOC PROGRAM ACCOUNTABILITY, Superintendent of Program, CHML TODAY'S EDUCATIONAL ISSUES, Director of Education, CHML A list of 22 program topics has been developed and will be refined on April 4. Additional program topics are taking shape. These programs will extend well beyond the medium of radio to include both print and video. They will take place throughout the remainder of this school year and beyond.
12	Provide Media with school-level 'good news' leads.	The School -level PR Committee is ready to turn its attention to producing a handbook at their April 3 meeting. This handbook will be designed to facilitate schools' contacting the local news media. As already noted, a "do-it-yourself media release" is undergoing final revisions.
13	Individual schools to jointly produce videos with Cable 14.	Media work team has created and circulated information flyer to system building awareness and detailing ways in which Cable 14 can serve schools. On March 27 a workshop was held to teach school-level people how to produce videos.
14	Schools to explore new ways to present messages to community.	Our External PR Committee targeted these in April 3 meeting. Information package to schools re using Cable 14 billboard is undergoing final revision.

15	Continue to work co-operatively with Home & School Associations.	A presentation was made to Hamilton's Council of Home & School Associations by Board Chairman Cunningham and Trustee Clark, facilitated by the information officer. Trustees Hill and Bishop were also in attendance to give support. We co-operated with Home & School in connection with their outstanding "Teacher Appreciation Week" project. A supportive letter was sent by the Director to all schools. Trustee Hill facilitated a February O.M.C. presentation. The Information Officer, and other staff, are now involved with Home and School and their strategic planning process, designed to shape their future provincially and to enhance their services within our school system.
16	OPSBA Communications Plan	Cancelled
17	Increase public awareness of Board meetings.	Arrangements have been made to advertise each Budget Review Committee meeting on Cable 14. Outdoor signs at selected schools are also being used to increase community awareness of meetings.
18	Provide appropriate resources to deal with phone enquiries arising at budget time.	A meeting is being scheduled involving the Director, Chairman, and the Superintendents of Information Management and Finance.
19	Attract more non-parent taxpayers to Continuing Education programs.	Planning meetings have been held with Adult and Continuing Education department In light of recent events, it was decided to delay immediate action Mall displays and presentations by adult students are going to be set up in conjunction with Education Week (May 5 to 9)

20	Prepare messages focusing on importance of education in today's society. Trustees & staff may wish to arrange to have these presented in their own places of worship, particularly for the Sunday of Education Week (May 5)	Planning has begun. The Board Chairman and Trustees possessing expertise relating to this particular strategy will be contacted during the first week of April to assist in shaping an appropriate message..
21	Evaluate communication strategies.	Several methods are being used to measure the effectiveness of our budget communications strategies On the evening of April 3, a telephone survey will be conducted involving more than 300 calls to Hamilton public school tax payers, selected at random This survey has been designed to find out such things as whether people are aware of the 6% increase target, where are they getting information about the budget and the ways they prefer to get such information. This survey will also enable us to make baseline comparisons with our December survey findings. Another survey will be conducted in May to provide effective tracking of the Board's public image and PR strategies throughout the remainder of this school year and beyond. Evaluation checklist instruments are also being developed to measure the effectiveness of particular communications activities.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 04 09

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That up to sixteen students, one from each secondary school, be permitted to attend a Business Education Student Leadership Conference in Bolton, Ontario, 1991 05 14-15 (Tuesday to Wednesday).

(b) That two Business teachers, who are participating in the planned program, be permitted to accompany and supervise the students attending the Business Education Student Leadership Conference, 1991 05 14-15 (Tuesday and Wednesday).

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

Education Centre,
100 Main Street West,
Hamilton, Ontario

1991 04 09

To the Chairman and Members
Operations Management Committee,
Board of Education,
Hamilton, Ontario
L8N 3L1

Ladies and Gentlemen:

Re: Transfer of Two Portables to Chedoke-McMaster Hospital

On January 1, 1969, the Board of Education for the City of Hamilton with the approval of the Ministry of Education officially assumed the responsibility of providing education to the physically handicapped children who attend the Hamilton Cerebral Palsy Centre School. During 1969 the Board moved two portables onto the site with a connecting corridor to the Cerebral Palsy Centre.

In 1985 one of the portables became vacant and Chedoke Hospital rented it for a nominal sum of $2.00 per year and paid for all utilities, cleaning and any minor repairs.

In June of 1990 the Board transferred the Children's Developmental Rehabilitation Programme to Holbrook School from the other portable classroom. Chedoke Hospital would now like to take ownership of these two portables.

The portables are 22 years old, of wood construction, oil heated and needing roof and floor repair. The accommodation committee has determined they are surplus to our needs, cannot be moved and would be costly to demolish.

RECOMMENDATION:

That the two portables located on Chedoke-McMaster property be transferred to Chedoke-McMaster Hospitals for the nominal sum of $2.00. Chedoke-McMaster Hospitals will assume all future responsibility for these facilities.

Prepared by: Doug Kelterborn, Manager, Property & Insurance

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith Rielly, Director of Education and Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. D. Marshall (Chairman); Trustees Bishop, Patenaude Barker; Mesdames Dalziel, Dennis, Howard, Oommen, Riis-Culver, Trott; Mr. Adamson and Dr. Toby.

Also Present: Trustees Lowe and Mulholland
B. Jazvac (Secondary School Principals' Council)
A. Kunc (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)

Officials Present: D. Skidmore (Superintendent of Program)
R. Adams (Co-ordinator, Special Education)

The Committee recommends:

GENERAL

1. That the Special Education Advisory Committee correspond with the Ministry of Education providing supportive rationale relative to a Ministry grant for a study on "Social Adjustment Problems of Students".

Respectfully submitted,

Dr. D. Marshall
Chairman

Meeting Room
1991 03 20

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 04 09

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

(a) That the following trip requests be approved:

(i) Adelaide Hoodless, Grades 6-8, Outdoor Education, Laurentian Lodge, Dorset, 1991 06 11-14 (Tuesday to Friday)

(ii) Hillsdale, Grade 5, Niagara Falls, New York, 1991 05 15 (Wednesday)

(iii) Chedoke, Grade 8, Quebec City, 1991 05 22-25 (Wednesday to Saturday)

(iv) Hillcrest, Grade 8, Quebec City, 1991 05 01-04 (Wednesday to Saturday)

(v) Hillcrest, Grades 6-8, Outdoor Education, Camp Wanakita, 1991 05 26-29 (Sunday to Wednesday)

(vi) Memorial, Grades 6-8, Outdoor Education, Camp Wanakita, Haliburton, 1991 06 09-12 (Sunday to Wednesday)

(vii) Ryerson, Grades 6-8, Stratford, 1991 05 01 (Wednesday)

(viii) Westview, Grade 7, Outdoor Education, Outdoor Education, Laurentian Lodge, 1991 06 11-14 (Tuesday to Friday)

(ix) Barton, Grades 9-OAC, Quebec City, 1991 05 08-11 (Wednesday to Saturday)

(x) Sherwood, Grades 11-OAC, Washington, D.C., 1991 05 02-05 (Thursday to Sunday)

(xi) Sir Winston Churchill, Grade 12 Travel & Tourism Course students, Niagara Falls, Canada and United States, 1991 04 25 (Thursday)

(xii) Sir Winston Churchill, Band, Boston, Mass., 1991 05 14-18 (Tuesday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(c) That the following trip requests be added to clause (b):

(xiii) Burkholder, Grades 6-7, Ste. Marie, Midland, 1991 05 23 (Thursday)

(xiv) Hampton Heights, Sherwood S.S., Grades 8-OAC, Stratford, 1991 05 10 (Friday)

(xv) Ryerson, Grades 6-8, Artpark, Lewiston, New York, 1991 06 13 (Thursday)

(xvi) Viscount Montgomery, Grade 8, Outdoor Education, Camp Kilcoo, 1991 05 28-06 01 (Tuesday to Saturday)

(xvii) Viscount Montgomery, Grades 6-7, Tim Horton Memorial Camp, 1991 06 24-26 (Monday to Wednesday)

(xviii) Delta, Grades 9-12, Outdoor Education, Rockwood, 1991 05 05-07 (Sunday to Tuesday)

(xix) Hill Park, Grade 11 Geography, Niagara Falls, New York, 1991 05 23 (Thursday)

(xx) Sherwood, Grades 9-OAC, Outdoor Education, Buckhorn Lake, 1991 05 22-25 (Wednesday to Saturday)

1991 04 09

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education:

REQUEST OF ALLENBY REVIEW AND ANALYSIS COMMITTEE RE: GRADE 4 STUDENTS

At the February 19 meeting of the Allenby Review and Analysis Committee, the following request was made on behalf of the school community:

> **"that the students currently in Grade 3 remain at Allenby for the school year 91/92." Eleven students are involved.**

Allenby is currently a JK–Grade 3 school under review for closure.

Implications:

- if Allenby were to be closed, these students would enjoy the benefit of one final year in their community school;
- this request, if granted, would not require the assignment of additional staff for the 91/92 school year;
- the addition of one more grade class would allow for extended integration of the GLD students at Allenby;
- 8 of these 11 students have elected to attend Earl Kitchener for Grade 4 if this request is denied. If these students remained at Allenby, it would provide minor relief to the capacity conditions which exist at Earl Kitchener.

This request was presented to Senior Management and approved.

Prepared and Submitted by: M.Quinn, Superintendent of Schools, Area 1

Approved by: K.A. Rielly, Director and Secretary

/iv

Additional Information

SCHOOL	ENROLMENT SEPT.28/90	CAPACITY	% CAPACITY	PROJECTED ENROLMENT SEPR/91 (GR.4'S REMAIN)	% CAPACITY	PROJECTED ENROLMENT SEPT/91 (GR.4'S DO NOT REMAIN)	% CAPACITY
Allenby	62	242	26%	80	33%	69	29%
Central	157	122	128%	160	131%	162	132%
Earl Kitchener	473	471	100+%	475	101%	483	103%
Strathcona	245	277	88%	267	96%	268	96%

Proposed Organization Sept/91
(Grade 4's remain)

JK 15
SK 15
Grade 1 ..... 13] 24
Grade 2 11
Grade 3 ..... 8] 19
Grade 4 11
GLD 7

TOTAL 80

Average Class Size 21.5

Proposed Organization Sept/91
(Grade 4's do not remain)

JK 15
SK 15
Grade 1 13
Grade 2 ..... 11] 19
Grade 3 8
GLD 7

TOTAL 69

Average Class Size 16.0

AGENDA
of the
OPERATIONS MANAGEMENT COMMITTEE
1991 05 07

Confirmation of the minutes of the 1991 04 09 meeting and special meeting of 1991 04 18.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the City of Hamilton regarding an overall plan to establish a Senior Citizens' Drop-In Centre - Lake Avenue School - **Pages 1 to 5**

2. Update on the Reserve for Dofasco Assessment Appeal - **Pages 6 to 8**

3. Awarding of Contract - Tweedsmuir School Renovations - **Page 9**

4. Update - Budget Communications Plan - **Pages 10 to 15**

5. Presentation - Memorial Home and School Association regarding renovations to Memorial School - **please refer to attached document**

6. Report from the officials regarding Renovations - Memorial School - **Page 16**

NEW BUSINESS:

1. Cash Flow Report - **Pages 17 to 20**

2. Short Term Investment Report - **Pages 21 to 26**

3. Student Building Trades Trust Fund - **Pages 27 and 28**

4. Burglary/Vandalism and Glass Replacement Report for 1990 - **Pages 29 and 30**

5. Sale of Princess Elizabeth School and site - **Pages 31 to 37**

6. Cash Tuition Fees - **Pages 38 and 39**

7. Relocation of Board Archives - **Page 40**

8. Report of the Transportation Committee (delayed to June)

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 41 and 41A**

1991 04 30

THE CORPORATION OF THE CITY OF HAMILTON
City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4
PROPERTY DEPARTMENT - 546-2719

30 April 1991

The Board of Education for the
City of Hamilton
100 Main Street West
Hamilton, Ontario
L8P 1H6

Attention: Mr. K. Rielly
Director of Education and Secretary

Dear Sir:

Re: Lake Avenue School - City's Proposed Seniors Drop-In Centre

On Friday, April 19, 1991 Alderman D. Agostino, Mr. R. Sugden and myself met with your officials Mr. R. Orlando, Mr. D. O'Connor and Mr. R. Binns to discuss the City's proposal to develop a small Senior Citizen Drop-In Centre on the Lake Avenue School property. More particularly, our discussion centred around a specific location on the site for the proposed structure. Our meeting follows your Board of Trustees decision in December 1990:

> "That the Board approve in principle the establishment of a Senior Citizens Centre on Lake Avenue School property, provided that an integrated plan for a Recreation Centre/Senior Citizens Centre be designed for approval by the Board."

As background information, you have provided the City with the Minutes of the Operations Management Committee held on December 11, 1990.

As you are aware, the City corresponded with the Board during the fall months of 1990 and indicated on a plan the preferred site in our view for the Drop-In Centre as being a location adjacent to the existing parking lot on Delawana Drive. At that time, we also indicated an alternate location in the event the Board did not favour our preferred option.

The Board of Trustees responded by motion stating they preferred a Drop-In Centre to be integrated with a Recreation Centre and accordingly as we view the motion, this would limit the location to the north-west corner of the Lake Avenue School site.

While we can understand the Boards position in not wishing to encumber its site with another use adjacent to the already congested, at times, parking area, we would respectfully ask your Board to reconsider the City's request to establish a site at the south-west corner of the property as shown cross-hatched on the attached plan. This location was our alternate choice.

We sincerely appreciate the time your Board has devoted to this issue as evidenced by the minutes and appreciate the position taken by your Board.

However, for various reasons which I will enumerate, the City is unable to see its way clear to place the Seniors Centre at the north-west corner of the property and integrate it into a future Recreation Centre.

Our reasoning is as follows:

1. In order for the Drop-In Centre to be "integrated" with the Recreation Centre, the City would be put into a position of having to proceed at least with a preliminary design of the Recreation Centre component at this time to be certain all components will fit properly. While the Recreation Centre for the Riverdale area is included in the City's Capital Budget, funding and commencement of the project is not scheduled until 1994 with completion in the year 1996. Therefore, the City cannot commence formal planning and design of the Recreation Centre until that time as it will indeed involve financing implications.

2. The Senior Citizen Drop-In Centre is, on the other hand, approved by the City and we are anxious to proceed as soon as site selection can be finalized.

3. If the Seniors Centre were to be integrated with a Recreation Centre, its construction would have to be an institutional style of structure. Undoubtedly, this would prove to be far more costly to the City than anticipated and greater than the funds available for the project. To date, we have envisaged a residential style of building to house the Seniors Centre.

4. In our opinion, the preferred location of the City is superior from an accessibility point of view. The site offers easy access from the sidewalks along Delawana Drive to Seniors who may visit the Centre especially by walking, or on public transit or by automobile.

   The alternative proposed at the north-west corner of the school site is in excess of 500 feet from Delawana Drive which is a substantial distance to walk and costly if a vehicular access is to be created.

   While access from the alternate location to Violet Drive is much nearer, the fact remains to the best of our knowledge that the Board of Education does not have title to land which has frontage on Violet Drive. Furthermore, there is a large hydro transformer installation located on poles in this area to contend with. It is not known at this time whether it would be necessary to relocate same.

   There is no question, access to a site at the north-west corner of the property is problematic.

5. The preferred location of the City we believe is superior to the alternate as it is isolated from the area more pone to be used for school related activities, i.e. recess.

6. An integration of the Seniors Centre with a Recreation Centre will delay the project. We had hoped to be underway with construction very shortly to take advantage of favourable construction costs brought about by the recession and at the same time, spur on the economy. This can only happen if a free standing structure is developed.

7. The Warden Park Seniors Group, who addressed your Operations Management Committee, favour a free standing building.

In summary, the City would respectfully request that the Board of Trustees reconsider their position that the Seniors Centre be integrated with a proposed Recreation Centre. We would also ask the Board to look favourably on our request to designate the Seniors Drop-In Centre site as being the lands cross-hatched on the attached plan, being the south-west corner of the Lake Avenue School site, fronting along Delawana Drive.

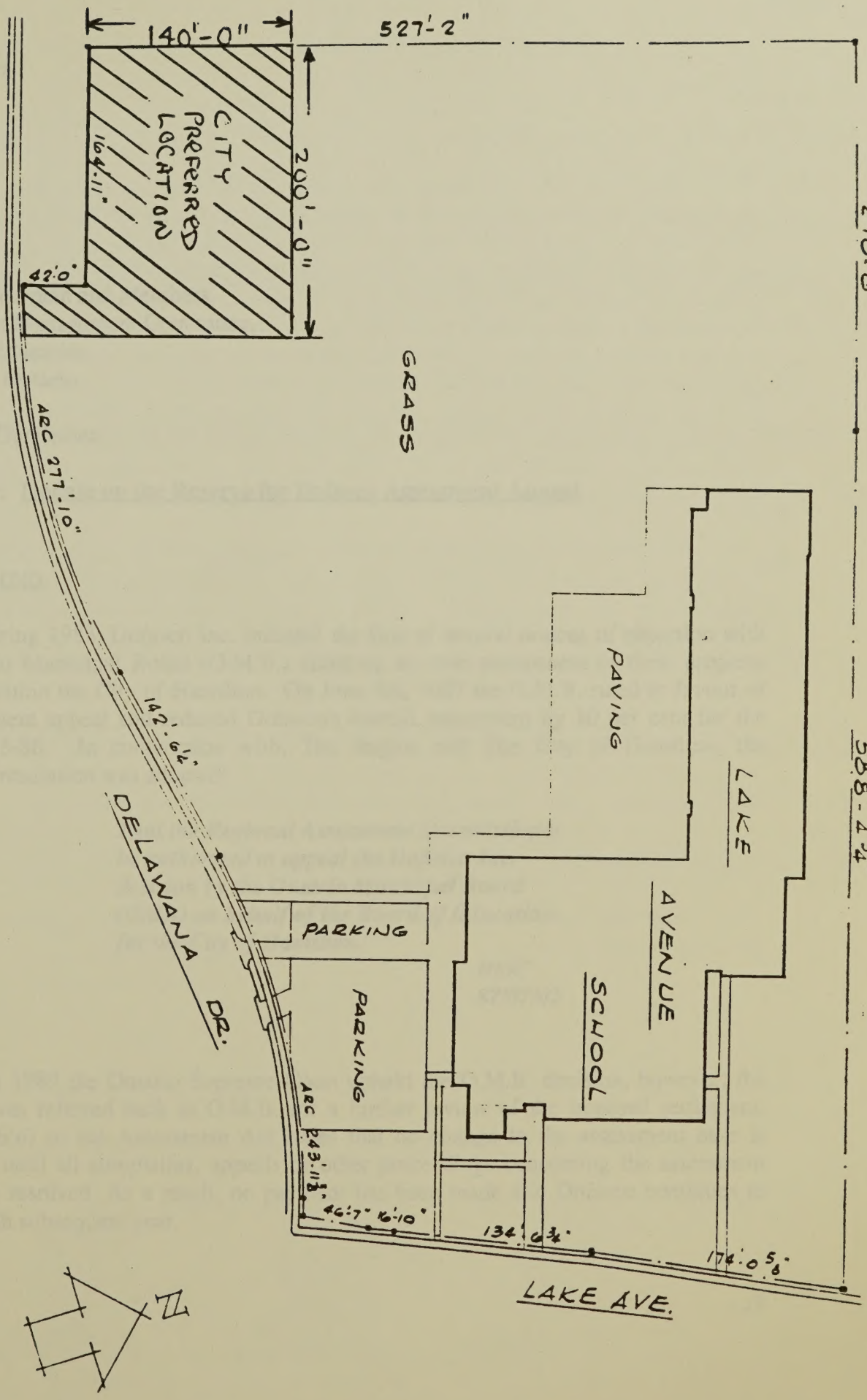
We sincerely thank you for the attention you have given to this matter knowing that your staff and Board of Trustees having many other issues to deal with as well.

Yours very truly,

D. W. Vyce
DIRECTOR OF PROPERTY

DWV/nw
Attach.

c.c. - Alderman D. Agostino, Alderman, Ward 5
- Alderman F. Lombardo, Alderman, Ward 5
- Mr. R. Orlando, Board of Education
- Mr. R. Binns, Board of Education
- Mr. D. O'Connor, Board of Education
- Mr. R. Sugden, Director of Culture & Recreation
- Mr. R. Martiniuk, Manager, Architectural Division
- Mr. R. Martiniuk, Manager, Architectural Division
Attention: Mr. M. Shah



LAKE AVENUE SCHOOL - SITE PLAN

SCALE: 1" = 100'-0"

MARCH 1987

1991 05 07

To The Chairman and Members,
Operations Management Committee,
Board of Education
Hamilton, Ontario

Ladies & Gentlemen,

Re: Update on the Reserve for Dofasco Assessment Appeal

BACKGROUND

During 1983, Dofasco Inc. initiated the first of several notices of objection with the Ontario Municipal Board (O.M.B.) claiming an over assessment of their property holdings within the City of Hamilton. On June 8th, 1987 the O.M.B. ruled in favour of an assessment appeal and reduced Dofasco's overall assessment by 10 per cent for the years 1983-86. In conjunction with, The Region and The City of Hamilton, the following resolution was adopted:

> ***That the Regional Assessment Commissioner be authorized to appeal the Dofasco Inc. decision by the Ontario Municipal Board (OMB) on behalf of the Board of Education for the City of Hamilton.***
>
> ***BMC***
> ***87/07/02***

In 1989 the Ontario Supreme Court upheld the O.M.B. decision, however, the decision was referred back to O.M.B. for a further review of the imposed settlement. Section 36(6) of the Assessment Act states that no change to the assessment base is permitted until all complaints, appeals or other proceedings concerning the assessment have been resolved. As a result, no payment has been made and Dofasco continues to appeal each subsequent year.

.../2

/2

The Board, in recognizing this liability established a Reserve for Assessment Appeal that has been reflected in the financial statements since 1987. This Revenue Fund Reserve represents the estimated impact on local ratepayers net of grant. As confirmed by the Ministry of Education, April 1991, the Ministry will recognize a percentage share of the Dofasco repayment in the year following the year in which the tax write off actually occurs and the rate of grant will be determined at that time. For the year ending December 31, 1990, the Board's estimated gross payout has accumulated to approximately $6.6 million of which $4.3 million has been designated as recoverable from the Ministry of Education. Should the Dofasco appeal continue until 1993 and assuming historical trends can reasonably forecast the future, EXHIBIT A details both an estimated local share liability of 3.9 million as well as the breakdown of other municipal bodies contributing to the $27 million projected payout.

The Board's external auditor's have been satisfied with the method of determining the potential impact of this liability. As well, they are neutral as to the related accounting treatment of the reserve fund. Therefore, to maintain the continuity of annually refunding interest earned on this reserve back to the local ratepayers, the future practice will remain consistent with previous years. Should the final legal outcome be less than the established reserve, a refund will be made to the local ratepayers.

The timeframe to resolve the impass between Dofasco Inc. and the Regional Assessment Commission cannot be reasonably determined. We shall continue to monitor this situation and keep both the Board and Ministry of Education appraised.

RECOMMENDATION:

That the report on the Reserve for Dofasco's assessment appeal be received for information.

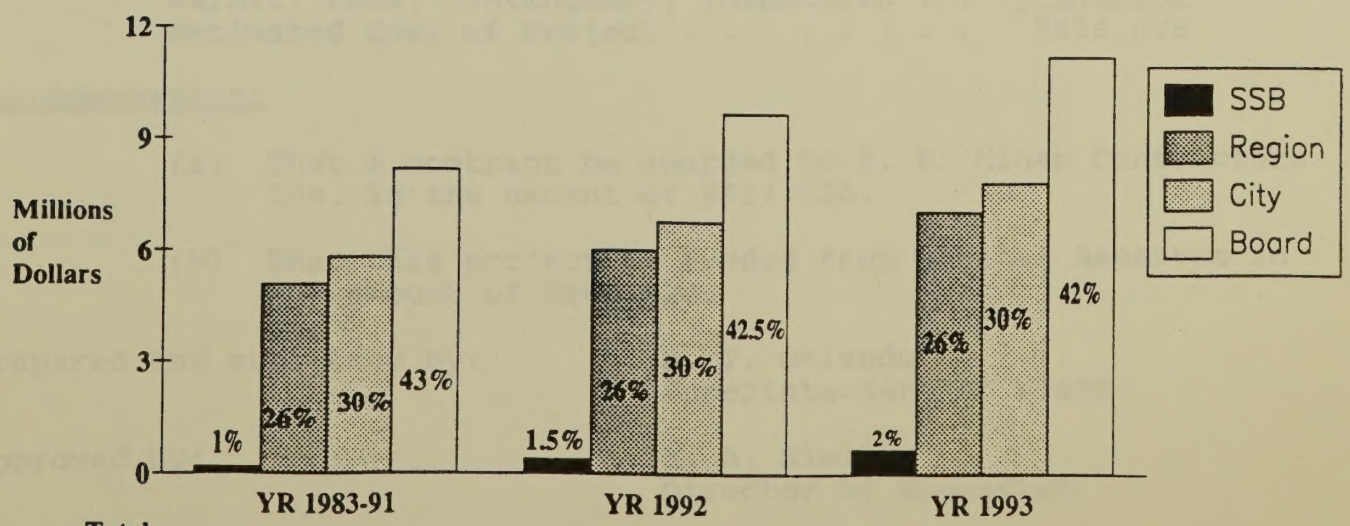
Prepared by:	Daryl Sage	- Manager of Special Projects/Audit/Assessment
Submitted by:	Paul E. Shewfelt	- Superintendent of Finance and Treasurer
Approved by:	K. A. Rielly	- Director and Secretary

Exhibit A

DOLLAR VALUE FORECAST OF DOFASCO ASSESSMENT APPEAL

	Board Share	Ministry Share	Total Public Education Share
1983 - 1990	$1,890,222	$3,510,412	$5,400,634
Accumulated Interest to 1990	$427,645	$794,195	$1,221,840
Estimated Impact 1983 - 1990	**$2,317,867**	**$4,304,607**	**$6,622,474**
Projected Impact for 1991	$392,587	$742,203	$1,134,790
Interest for 1991	$142,546	$264,731	$407,277
Accumulated Impact 1983 - 1991	**$2,853,000**	**$5,311,541**	**$8,164,541**
Projected Impact to 1993			
1992	$406,000	$741,000	$1,147,000
1993	$397,000	$736,000	$1,133,000
Accumulated Interest 1992 -1993	$276,000	$512,000	$788,000
Estimated Impact 1992 -1993	**$1,079,000**	**$1,989,000**	**$3,068,000**
Accumulated Impact 1983-1993	**$3,932,000**	**$7,300,541**	**$11,232,541**
Less Reserve	$2,853,000		$2,853,000
Estimated Accumulated Impact 1983 - 1993	***$1,079,000***	***$7,301,000***	***$8,380,000***

Dollar Value Forecasted Share Between Municipal Bodies of Dofasco Assessment Appeal



	YR 1983-91	YR 1992	YR 1993
Total Estimated Payout	19.2	22.8	26.8

1991 05 07

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: Renovations - Tweedsmuir School

As part of the 1990 Accommodation Report, the Board approved an estimated cost of $718,000 for the renovation project at Tweedsmuir Elementary School. Subsequently, tenders were advertised for this project and the following prices were received:

	Base Price (Incl.G.S.T.)	Optional Items (Incl. G.S.T.)	Total
* D.S. Alvey Ltd.	387,500	88,700	476,200
T.R. Hinan Contractors	417,247	100,681	517,928
G.S. Wark Limited	452,000	72,800	524,800
Frid Construction Co.Ltd.	448,611	88,168	536,779
James Kemp Construction	466,520	94,160	560,680
Stoney Creek Gen.Contr.	470,000	110,114	580,114
**Beagle Construction Inc.	521,180	70,000	591,180
Bestco Construction Corp.	540,508	78,565	619,073
Geo.Fowler Construction	556,300	105,340	661,640

We have been advised by the low bidder D.S. Alvey Ltd., after opening of tenders, that the G.S.T. was not specified in his tender and further that his bid is to be modified with respect to flooring work. The tender submitted by Beagle Construction Inc. did not provide all prices requested and therefore is incomplete

The Superintendent of Plant therefore, recommends that the lowest bid in accordance with the specifications be accepted and that a contract be awarded in the amount of $517,928 to T. R. Hinan Contractors Inc. for this work and that funds be provided as noted below:

Contract.	$517,928
Permit, Fees, Contingency, Inspection . . .	140,100
Estimated Cost of Project	$658,028

Recommendation:

(a) That a contract be awarded to T. R. Hinan Contractors Inc. in the amount of $517,928.

(b) That this project be funded from Capital Reserves in the amount of $658,028.

Prepared and submitted by: R. T. Orlando
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education.

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1
1991 05 07

To the Chairman and Members
Operations Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen

Re: Budget Communications Plan – Second Progress Update

Strategy 1
Provide in-service on elements of effective P.R.

Detailed guidelines from professional sources, helpful to persons who are interviewed by media, have been assembled and are undergoing refinement by Media Subcommittee.

Strategy 6
Provide speakers to address chamber of commerce and other community groups

A letter was sent to the Chamber of Commerce offering to provide a keynote speaker on the topic of Global Trends and their Implications on Education in the Nineties, and Beyond. (Director and Officials). A similar proposal will be made to several community groups.

Strategy 7
Enhance image of teachers.

Committee with Teacher Federation representation has agreed to and is actively pursuing several strategies involving:
- development of a slogan
- teachers as guests on radio talk shows
- ads on buses
- TV news features

Strategy 9
Prepare insert for city tax bill.

City Hall has produced a tax information brochure in cooperation with our Board and the Hamilton Wentworth Separate Board.

Strategy 11
Staff and Trustees to appear on radio talk shows.

List of 19 education program possibilities (attached) has been offered to local radio talk show producers. Several programs will be aired.

Strategy 12
Provide Media with school-level 'good news' leads.

Ongoing and stepped-up over past weeks, particularly with regard to Education Week. This has generated substantial increase in positive coverage by local newspapers.

Strategy 14
Schools to explore new ways to present messages to community.

Instruction packages to schools re using Cable 14 billboard have been distributed.

Strategy 19
Attract more non-parent taxpayers to Continuing Education programs.

Arrangements have been made for adults from Sherwood Secondary School to be in LimeRidge Mall during Education Week. They will provide demonstrations and information on their credit programs in the arts and technical areas.

Strategy 20
Prepare messages focusing on importance of education in today's society and have these presented in places of worship.

In cooperation with the Chairman of the Board, and Trustees Johnston and Rogers, letters were sent to more than 200 clergy inviting them to draw attention to Education Week as part of their Sunday May 5th services.

Strategy 21
Evaluate communication strategies.

A Public Survey was run on April 3. Results indicate an improvement in the Board's image in the eyes of public school supporters since November 1990. (See three graphs attached)
Another survey will be conducted this month.

Recommendation:
That this report be received for information.

Prepared by:
Information Management Services--Communications Dept

Submitted by:
Richard F. Kawai, Superintendent

Approved by:
Keith Rielly, Director of Education and Secretary

TOPICS AND SUGGESTED GUESTS FOR RADIO TALK PROGRAMS

1. EDUCATION WEEK--WHAT'S GOING ON.
   Keith Rielly, **Director** of Education

2. THE CHALLENGES FACING TEACHERS TODAY.
   Al Stockwell, **Associate Director**
   Trish Nanayakkara, Vice President of **HTF**
   Jim Douglas, President of **OSSTF**

3. SCHOOL TAXES
   Margaret Cunningham, **Chairman of the Board**
   Wes Hicks, **Vice Chairman of the Board**
   Other Trustee-Subcommittee Chairmen
   Keith Rielly, **Director** of Education
   Paul Shewfelt, Superintendent of **Finance**

4. GLOBAL TRENDS AND IMPLICATIONS FOR EDUCATION IN THE NINETIES
   Darrel Skidmore, Superintendent of **Program**

5 CHILD CARE
   Jennifer Powell Fralick, **Child Care** Program Leader

6. NEW FAMILY STUDIES CURRICULUM.
   Linda Woolfrey-Cooper, **Family Studies** Coordinator

7. RACIAL ISSUES IN SCHOOLS.
   Steve Barrs, **Race Relations**
   and Ethnocultural Equity Consultant

8. MATH EDUCATION IN THE YEAR 2000.
   Harry Traini, **Mathematics** Coordinator

9. YOUNG WOMEN AND NON-TRADITIONAL CAREERS
   Vic Lepp, **Guidance** Coordinator

10. CO-OPERATIVE EDUCATION -- THE WAVE OF THE FUTURE
Bill Brown, **Co-op** Consultant

11. LUNCHTIME PROGRAM.
Marian Avery, Program Leader

12. PHYSICAL EDUCATION PROGRAM.
Bob Chapman, **Physical and Health Education** Coordinator

13. TEACHING KIDS ABOUT COMPUTERS
Dave Didur, **Computers in Education** Coordinator

14. A CAREER IN AUTOBODY REPAIR.
Jim Kerr, **Technological Studies** Coordinator
and Bill Brown, **Coop** Consultant

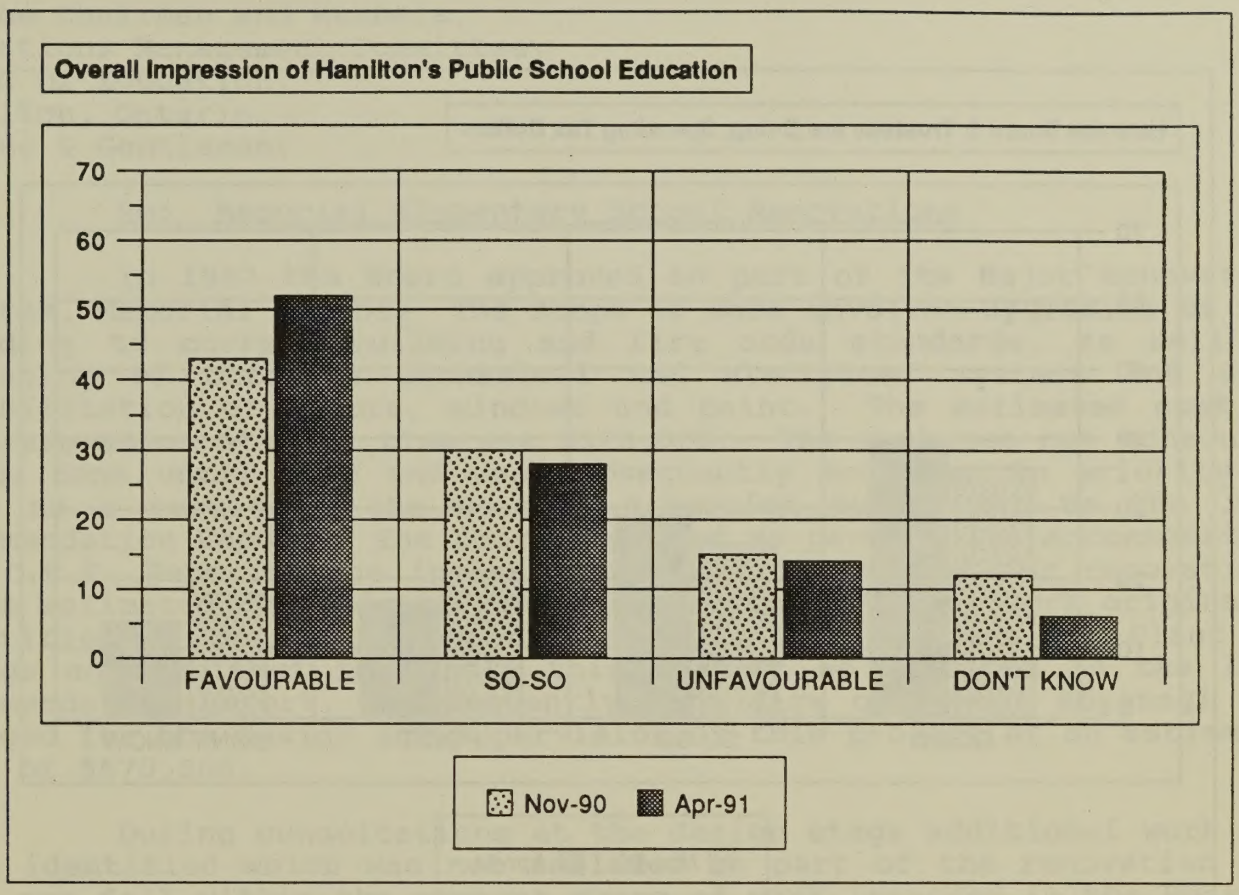
15. SCHOOLS, AND TEACHERS, CHANGING TO MEET THE NEEDS OF TODAY'S YOUNG ADULTS
Stew Thompson, **Middle School** Special Assignment Teacher

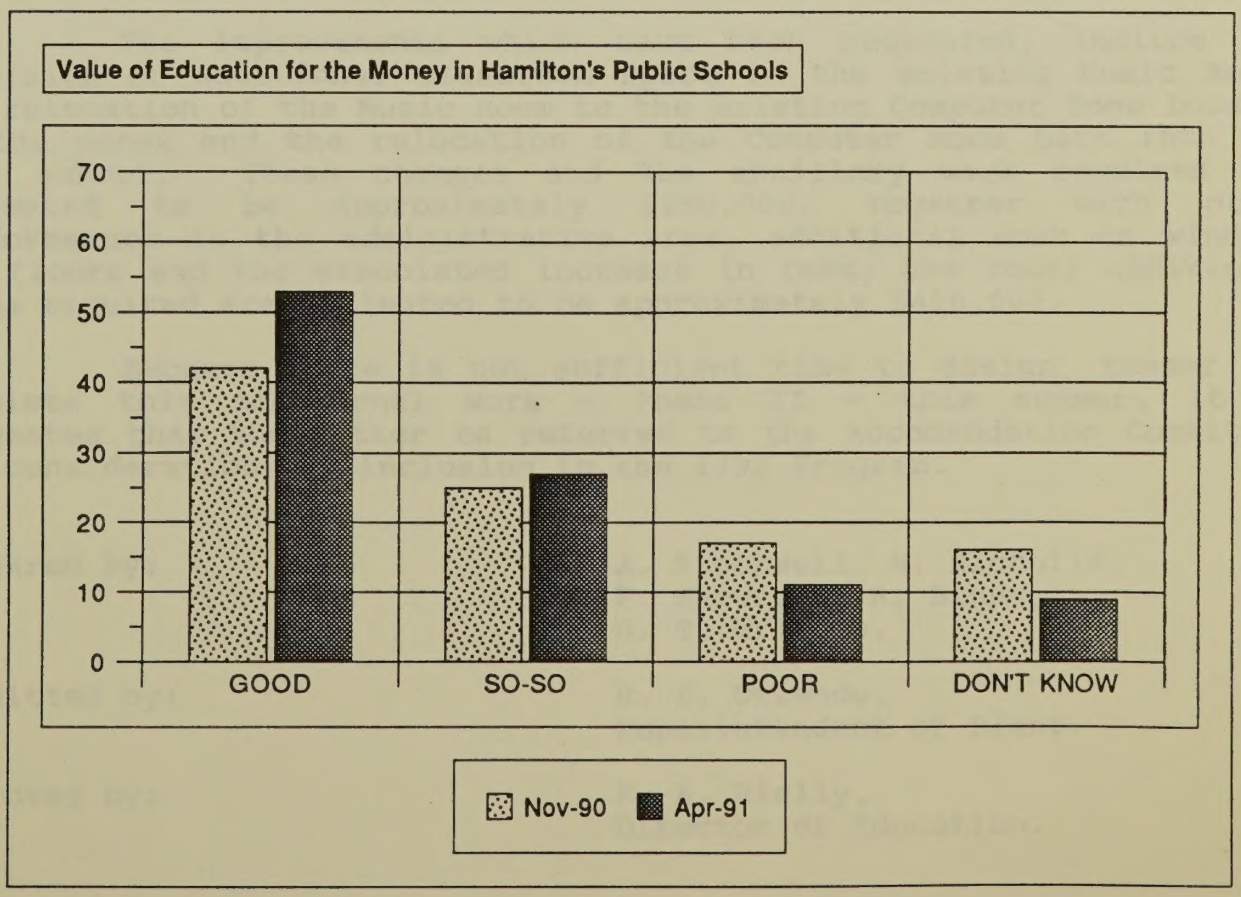
16. HANDS-ON APPROACH TO LEARNING.
Gail Rappolt, Assistant Superintendent -- **Curriculum**

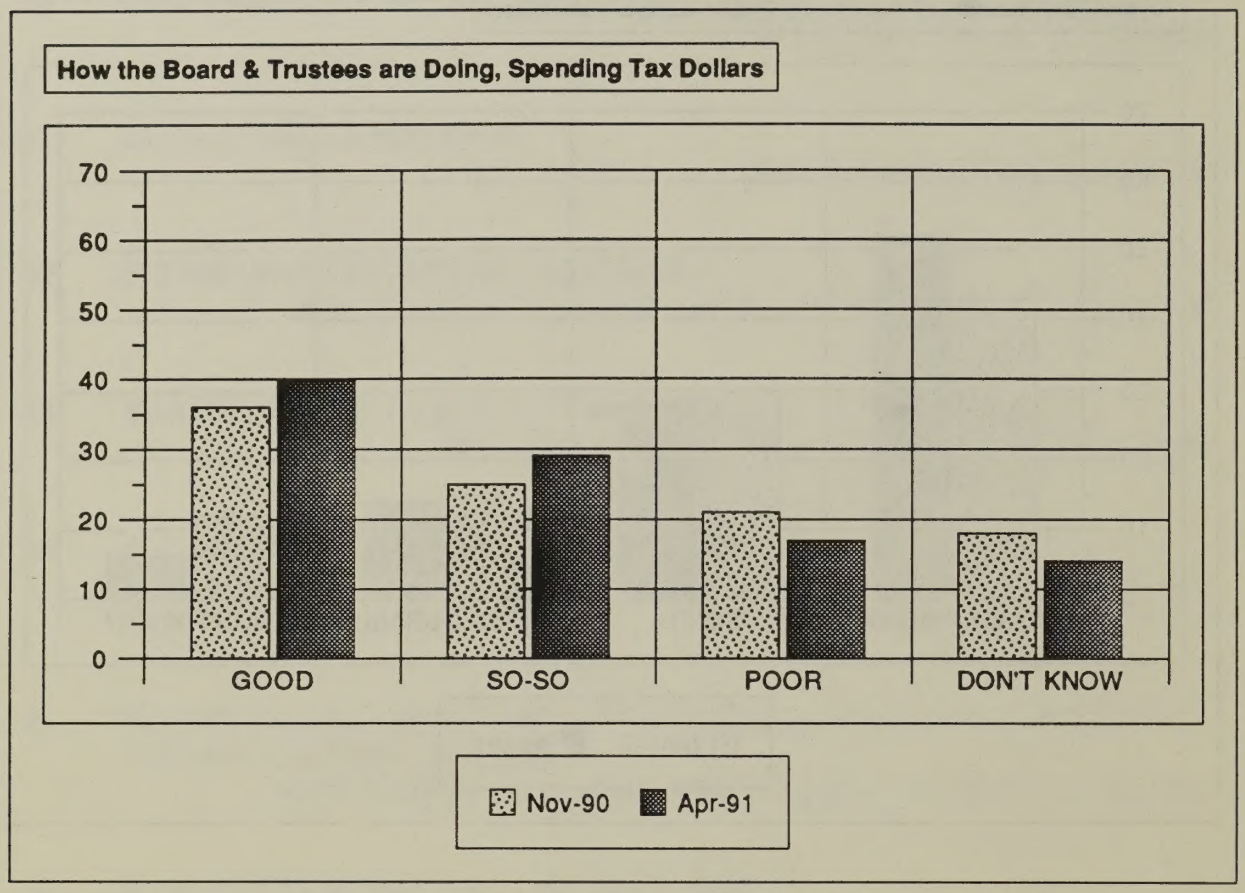
17. STUDENTS CHOOSING COURSES IN SCIENCE--ALARMINGLY LOW. WHAT PUBLIC SCHOOLS ARE DOING
John Henry, **Science** Coordinator

18. ART EDUCATION--BASIC NEED--OR FRILL?
Russ Weil, **Music** Coordinator
and Bruce Hosking, **Visual Arts** Coordinator

19. WHATEVER HAPPENED TO THE OLD-FASHIONED WAY OF LEARNING TO READ AND WRITE?
Eleanor Duncan, **Writing to Read** Consultant


Overall Impression of Hamilton's Public School Education
70
60
50
40
30
20
10
0
FAVOURABLE
SO-SO
UNFAVOURABLE
DON'T KNOW
Nov-90
Apr-91


Value of Education for the Money in Hamilton's Public Schools
70
60
50
40
30
20
10
0
GOOD
SO-SO
POOR
DON'T KNOW
Nov-90
Apr-91


How the Board & Trustees are Doing, Spending Tax Dollars
70
60
50
40
30
20
10
0
GOOD
SO-SO
POOR
DON'T KNOW
Nov-90
Apr-91

1991 05 07

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.
Ladies & Gentlemen:

Re: Memorial Elementary School Renovations

In 1987 the Board approved as part of its Major Renovation Program, Memorial School. The scope of work involved upgrading of the building to current building and fire code standards, as well as replacing of obsolete mechanical and electrical systems and some rehabilitation of floors, windows and paint. The estimated cost of the renovation at that time was $370,000. The work was not scheduled to be done until 1992 and was subsequently moved up in priority to 1991 as a result of the Board's direction subsequent to the 1990 Accommodation Report. The Board approved as part of its Accommodation and C.E.F. Reports, the inclusion of Memorial School for renovations at an estimated cost of $570,000 based on the scope of work originally identified. The Board authorized the Superintendent of Plant to engage an Architect to handle this project as outlined in the 1990 Accommodation Report. Subsequently, the firm of Svedas Koyanagi was engaged for the design and supervision of this project at an estimated cost of $570,000.

During consultations at the design stage additional work has been identified which was not included as part of the renovation and does not fall within the present scope of work intended in the Board's renovation program.

The improvements which have been requested, include the provision of additional classroom space in the existing Music Room, the relocation of the Music Room to the existing Computer Room located in the annex and the relocation of the Computer Room back into the main school. These changes and the ancillary work required are estimated to be approximately $250,000, together with other improvements in the administrative area, additional work on windows and floors and the associated increase in fees, the total additional funds required are estimated to be approximately $400,000.

Because there is not sufficient time to design, tender and complete this additional work - Phase II - this summer, it is suggested that the matter be referred to the Accommodation Committee for consideration for inclusion in the 1992 Program.

Prepared by: A. Stockwell, N. Nicholls,
P. Shewfelt, R. Binns,
R. T. Orlando.

Submitted by: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education.

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen: **RE: CASH FLOW REPORT**

I am pleased to present the Cash Flow report for the period from January 1, 1991 to March 31, 1991.

REVENUE FUND

Cash receipts are reported as follows by source:

Levy receipts from the City of Hamilton are being received in accordance with their letter of 1990 05 25. We will be notified of the 1991 payment schedule subsequent to the approval of the budget.

Grant receipts from the Province of Ontario are being received in accordance with the Ministry of Education memorandum B11, 1990 12 14.

CAPITAL RESERVE FUND

The major Capital fund receipts for 1991 are investment interest earnings.

RECOMMENDATION

That the Cash Flow report as of March 31, 1991 be received for information.

Prepared by: Michael Newman,
Accounting Analyst.

Submitted by: Paul E. Shewfelt
Superintendent of Finance
and Treasurer.

Approved by: Keith A. Rielly
Director of Education
and Secretary of the Board.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REVENUE FUND

1991 CASH FLOW

(000'S OMITTED)

MONTH	RECEIPTS	DISBURSEMENTS	NET CASH IN (OUT)	BALANCE AVAILABLE	INVESTED IN PORTFOLIO	INVESTED IN BANK	INVESTED IN BORROWED
ACTUAL							
Balance Forward 1991 01 01				$6,488	5,450	1,038	-
January	20,953	21,981	(1,028)	5,460	6,225	(765)	-
February	24,931	28,698	(3,767)	1,693	2,165	(472)	-
March	26,730	28,984	(2,254)	(561)	0	(561)	740

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1991 PROJECTED CASH FLOW

SOURCE OF FUNDS (000'S)

MONTH	REVENUES			BORROWINGS	TOTAL
	MUNICIPAL TAX LEVY	LEGISLATIVE GRANTS	MISCELLANEOUS		
ACTUAL					
January	13,582	6,081	1,030	260	20,953
February	13,582	3,254	4,775	3,320	24,931
March	13,582	4,360	1,648	7,140	26,730

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CAPITAL RESERVE FUND

1991 CASH FLOW

(000'S OMITTED)

MONTH	RECEIPTS	DISBURSEMENTS	NET CASH IN (OUT)	BALANCE AVAILABLE	INVESTED IN PORTFOLIO	INVESTED IN BANK	INVESTED IN LOANED
ACTUAL							
Balance Forward 1991 01 01				$3,818	3,810	8	-
January	50	3	47	3,865	3,860	5	-
February	45	0	45	3,910	3,905	5	-
March	30	0	30	3,940	3,935	5	-

1991 05 07

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen: **RE: SHORT TERM INVESTMENTS**

I am pleased to present the Short Term Investments report for the period from January 1, 1991 to March 31, 1991.

REVENUE FUND

Interest earned to date in 1991 amounts to $46,755 vs $100,139 in 1990.

CAPITAL RESERVE FUND

Interest earned to date in 1991 amounts to $104,445 vs $225,212 in 1990.

RETIREMENT GRATUITY RESERVE FUNDS

Interest earned to date in 1991 amounts to $180,629 vs $193,561 in 1990.

RECOMMENDATION

That the Short Term Investments report as of March 31, 1991 be received for information.

Prepared by: Michael Newman
Accounting Analyst

Submitted by: Paul E. Shewfelt
Superintendent of Finance
and Treasurer.

Approved by: Keith A. Rielly
Director of Education
and Secretary of the Boar

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE 1ST QUARTER OF 1991

REVENUE FUND

	BANK	AMOUNT	TERM			RATE	INTEREST EXPECTED	INTEREST THIS QRTR
MATURITIES	RB-t	335,000	01/03/91	-	01/04/91	11.500%	106	106
	BNS-t	5,450,000	12/31/90	-	01/07/91	11.000%	11,497	11,497
	BC-t	4,785,000	01/07/91	-	01/08/91	12.250%	1,606	1,606
	BC-t	6,300,000	01/08/91	-	01/09/91	12.375%	2,136	2,136
	BC-t	310,000	01/04/91	-	01/09/91	11.375%	483	483
	BC-m	6,160,000	01/09/91	-	01/10/91	12.375%	2,088	2,088
	BC-t	500,000	01/10/91	-	01/11/91	12.625%	173	173
	BC-t	500,000	01/10/91	-	01/14/91	12.250%	671	671
	BC-t	500,000	01/10/91	-	01/15/91	12.000%	822	822
	BC-t	4,230,000	01/10/91	-	01/16/91	11.900%	8,275	8,275
	BC-t	6,895,000	01/16/91	-	01/17/91	11.750%	2,220	2,220
	BC-t	5,220,000	01/17/91	-	01/18/91	10.875%	1,555	1,555
	BNS-t	5,580,000	01/18/91	-	01/21/91	11.375%	5,217	5,217
	BC-t	5,470,000	01/21/91	-	01/22/91	11.125%	1,667	1,667
	BNS-t	5,440,000	01/22/91	-	01/23/91	11.000%	1,639	1,639
	BC-m	5,395,000	01/23/91	-	01/24/91	11.250%	1,663	1,663
	BC-t	5,195,000	01/24/91	-	01/25/91	11.500%	1,637	1,637
	BC-t	4,610,000	01/25/91	-	01/28/91	11.500%	4,357	4,357
	BC-t	9,110,000	01/28/91	-	01/29/91	11.750%	2,933	2,933
	TD-t	9,145,000	01/29/91	-	01/30/91	12.000%	3,007	3,007
	BC-m	8,885,000	01/30/91	-	01/31/91	11.625%	2,830	2,830
	BC-t	6,225,000	01/31/91	-	02/01/91	12.000%	2,047	2,047
	BM-t	5,505,000	02/01/91	-	02/04/91	11.750%	5,316	5,316
	BC-t	7,060,000	02/04/91	-	02/05/91	11.250%	2,176	2,176
	BM-t	1,735,000	02/05/91	-	02/06/91	11.500%	547	547
	BC-m	1,705,000	02/06/91	-	02/07/91	12.125%	566	566
	BC-t	1,745,000	02/07/91	-	02/08/91	12.000%	574	574
	BM-t	1,250,000	02/08/91	-	02/11/91	12.250%	1,259	1,259
	BM-t	1,075,000	02/11/91	-	02/12/91	12.000%	353	353
	BM-t	560,000	02/12/91	-	02/13/91	12.000%	184	184
	BM-t	540,000	02/13/91	-	02/14/91	12.000%	178	178
	BNS-t	2,165,000	02/28/91	-	03/01/91	10.500%	623	623
	TD-t	1,765,000	03/01/91	-	03/04/91	10.375%	1,505	1,505
	BNS-t	3,005,000	03/04/91	-	03/05/91	10.375%	854	854
TOTAL REVENUE FUND MATURITIES		$134,350,000						

INVENTORY

TOTAL REVENUE FUND INVENTORY	$0

REVENUE FUND INTEREST EARNED THIS QUARTER	$72,764
LESS: INTEREST EXPENSE - GRATUITY RESERVE FUND	(26,009)
TOTAL REVENUE FUND INTEREST EARNED THIS YEAR	$46,755

PORTFOLIO SUMMARY (Continued)

CAPITAL RESERVE FUND

	BANK	AMOUNT	TERM			RATE	INTEREST EXPECTED	INTEREST THIS QRTR
MATURITIES	BNS-t-S	1,600,000	11/30/90	-	01/15/91	12.000%	24,197	7,890
	BC-m-S	635,000	12/31/90	-	01/15/91	11.125%	2,903	2,903
	BNS-t-S	1,575,000	12/17/90	-	01/31/91	11.900%	23,107	15,918
	BC-m-S	2,260,000	01/15/91	-	02/15/91	11.730%	22,515	22,515
	BM-t-S	2,280,000	02/15/91	-	02/18/91	11.375%	2,132	2,132
	BC-t-S	2,285,000	02/18/91	-	02/19/91	10.500%	657	657
	BC-t-S	2,285,000	02/19/91	-	02/20/91	10.375%	650	650
	BNS-t-S	2,285,000	02/20/91	-	02/21/91	10.375%	650	650
	BC-t-S	2,285,000	02/21/91	-	02/22/91	10.125%	634	634
	TD-t-S	2,285,000	02/22/91	-	02/25/91	10.000%	1,878	1,878
	TD-t-S	2,290,000	02/25/91	-	02/26/91	10.125%	635	635
	BNS-t-S	2,290,000	02/26/91	-	02/27/91	10.125%	635	635
	BM-t-S	2,290,000	02/27/91	-	02/28/91	9.750%	612	612
	BNS-t-S	1,600,000	01/31/91	-	02/28/91	11.100%	13,624	13,624
	BNS-t-S	3,905,000	02/28/91	-	03/01/91	10.500%	1,123	1,123
	TD-t-S	3,905,000	03/01/91	-	03/04/91	10.375%	3,330	3,330
	BNS-t-S	3,910,000	03/04/91	-	03/05/91	10.375%	1,111	1,111
	BC-t-S	3,910,000	03/05/91	-	03/06/91	10.250%	1,098	1,098
	BNS-t-S	3,910,000	03/06/91	-	03/07/91	10.250%	1,098	1,098
	BC-t-S	3,910,000	03/07/91	-	03/08/91	10.250%	1,098	1,098
	BNS-t-S	3,910,000	03/08/91	-	03/11/91	10.125%	3,254	3,254
	TD-t-S	3,915,000	03/11/91	-	03/12/91	10.250%	1,099	1,099
	TD-t-S	3,915,000	03/12/91	-	03/13/91	10.375%	1,113	1,113
	BC-m-S	3,920,000	03/13/91	-	03/14/91	10.625%	1,141	1,141
	BC-t-S	3,920,000	03/14/91	-	03/15/91	10.375%	1,114	1,114
	BC-t-S	3,920,000	03/15/91	-	03/18/91	10.000%	3,222	3,222
	BC-t-S	3,925,000	03/18/91	-	03/19/91	10.125%	1,089	1,089
	BC-t-S	3,925,000	03/19/91	-	03/20/91	10.125%	1,089	1,089
	BC-m-S	3,925,000	03/20/91	-	03/21/91	9.750%	1,048	1,048
	BC-t-S	3,925,000	03/21/91	-	03/22/91	9.500%	1,022	1,022
	BC-t-S	3,930,000	03/22/91	-	03/25/91	9.500%	3,069	3,069
	RB-t-S	3,930,000	03/25/91	-	03/26/91	9.625%	1,036	1,036
	BNS-t-S	3,930,000	03/26/91	-	03/27/91	9.625%	1,036	1,036
	BC-m-S	3,935,000	03/27/91	-	03/28/91	9.375%	1,011	1,011
TOTAL CAPITAL FUND MATURITIES		$106,620,000						
INVENTORY	BNS-t-S	3,935,000	03/28/91	-	04/02/91	9.000%	4,851	2,911
TOTAL CAPITAL FUND INVENTORY		$3,935,000	CAPITAL FUND INTEREST EARNED THIS QUARTER					$104,445
			TOTAL CAPITAL FUND INTEREST EARNED THIS YEAR					$104,445

PORTFOLIO SUMMARY (Continued)

RETIREMENT GRATUITY RESERVE FUND

	BANK	AMOUNT	TERM			RATE	INTEREST EXPECTED	INTEREST THIS QRTR
MATURITIES	BNS-t	1,940,000	11/30/90	-	01/15/91	12.000%	29,339	9,567
	BNS-t	1,740,000	01/15/91	-	01/16/91	12.250%	584	584
	BNS-t	2,340,000	12/17/90	-	01/31/91	11.900%	34,331	23,650
	BNS-t	2,385,000	12/31/90	-	02/15/91	11.375%	34,190	34,190
	BM-t	670,000	02/15/91	-	02/18/91	11.375%	626	626
	BC-t	1,978,000	02/18/91	-	02/19/91	10.500%	569	569
	BC-t	1,760,000	02/19/91	-	02/20/91	10.375%	500	500
	BNS-t	1,530,000	02/20/91	-	02/21/91	10.375%	435	435
	BC-t	1,530,000	02/21/91	-	02/22/91	10.125%	424	424
	TD-t	1,375,000	02/22/91	-	02/25/91	10.000%	1,130	1,130
	TD-t	1,230,000	02/25/91	-	02/26/91	10.125%	341	341
	BNS-t	385,000	02/26/91	-	02/27/91	10.125%	107	107
	BNS-t	2,000,000	01/16/91	-	02/28/91	11.500%	27,096	27,096
	BM-t	385,000	02/27/91	-	02/28/91	9.750%	103	103
	BNS-t	4,430,000	02/28/91	-	03/01/91	10.500%	1,274	1,274
	TD-t	4,435,000	03/01/91	-	03/04/91	10.375%	3,782	3,782
	BNS-t	4,435,000	03/04/91	-	03/05/91	10.375%	1,261	1,261
	BC-t	2,320,000	03/05/91	-	03/06/91	10.250%	652	652
	BNS-t	2,010,000	03/06/91	-	03/07/91	10.250%	564	564
	BC-t	2,010,000	03/07/91	-	03/08/91	10.250%	564	564
	BNS-t	1,435,000	03/08/91	-	03/11/91	10.125%	1,194	1,194
	TD-t	1,220,000	03/11/91	-	03/12/91	10.250%	343	343
	TD-t	915,000	03/11/91	-	03/12/91	10.250%	257	257
	TD-t	1,760,000	03/12/91	-	03/13/91	10.375%	500	500
	BC-m	1,340,000	03/13/91	-	03/14/91	10.625%	390	390
	BC-t	390,000	03/14/91	-	03/15/91	10.375%	111	111
	BNS-t	2,285,000	01/31/91	-	03/15/91	10.750%	28,938	28,938
	BC-t	1,665,000	03/15/91	-	03/18/91	10.000%	1,368	1,368
	BC-t	4,040,000	03/18/91	-	03/19/91	10.125%	1,121	1,121
	BC-t	3,775,000	03/19/91	-	03/20/91	10.125%	1,047	1,047
	BC-m	3,730,000	03/20/91	-	03/21/91	9.750%	996	996
	BC-t	3,990,000	03/21/91	-	03/22/91	9.500%	1,038	1,038
	BC-t	3,875,000	03/22/91	-	03/25/91	9.500%	3,026	3,026
	RB-t	3,265,000	03/25/91	-	03/26/91	9.625%	861	861
	BNS-t	3,040,000	03/26/91	-	03/27/91	9.625%	802	802
	BC-m	2,960,000	03/27/91	-	03/28/91	9.375%	760	760
TOTAL RESERVE FUND MATURITIES		$80,573,000						
INVENTORY	BNS-t	6,015,000	03/28/91	-	04/02/91	9.000%	7,416	4,449
TOTAL GRATUITY FUND INVENTORY		$6,015,000						

GRATUITY RESERVE FUND INTEREST THIS QUARTER $154,620

ADD: INTEREST REVENUE EARNED FROM FUNDS LOANED TO REVENUE ACCOUNT 26,009

TOTAL GRATUITY RESERVE FUND INTEREST THIS YEAR $180,629

PORTFOLIO SUMMARY (Continued)

TOTAL PORTFOLIO	$9,950,000	TOTAL PORTOLIO INTEREST EARNED THIS QUARTER	$331,829
		TOTAL PORTFOLIO INTEREST EARNED THIS YEAR	$331,829
		TOTAL PORTFOLIO INTEREST TO DATE - 1990	$518,912
		TOTAL INTEREST EARNED INCREASE (DECREASE) OVER 1990	($187,083

Legend

BNS = Bank of Nova Scotia
BC = Bank of Commerce
BM = Bank of Montreal
RB = Royal Bank
TD = Toronto Dominion

t = term deposit
m = mortgage

E = Elementary
S = Secondary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SUMMARY OF INTERNAL BORROWINGS & INTEREST

JANUARY 1, 1991 - MARCH 31, 1991

DATE BORROWED	SOURCE OF FUNDS	AMOUNT BORROWED	RATE	ACCRUED INTEREST	DATE REPAID	AMOUNT REPAID	INTEREST REPAID	OUTSTANDING LOAN BALANCE	TOTAL OUTSTANDING LOAN BALANCE	TOTAL INTEREST EXPENSE
15-Jan-91	GRAT.RES	260,000	12.250%	0.00	16-Jan-91	260,000	87.26	0	0	87.26
15-Feb-91	GRAT.RES	1,750,000	11.000%	0.00	18-Feb-91	1,305,000	1,179.86	0	0	2,923.28
					28-Feb-91	445,000	1,743.42			
19-Feb-91	GRAT.RES	195,000	10.250%	0.00	28-Feb-91	195,000	492.84	0	0	492.84
20-Feb-91	GRAT.RES	230,000	10.250%	0.00	28-Feb-91	230,000	516.71	0	0	516.71
22-Feb-91	GRAT.RES	155,000	10.000%	0.00	28-Feb-91	155,000	254.79	0	0	254.79
25-Feb-91	GRAT.RES	145,000	10.125%	0.00	28-Feb-91	145,000	120.67	0	0	120.67
26-Feb-91	GRAT.RES	845,000	10.125%	0.00	28-Feb-91	845,000	468.80	0	0	468.80
05-Mar-91	GRAT.RES	2,120,000	10.250%	0.00	11-Mar-91	730,000	1,230.00	0	0	8,812.20
					18-Mar-91	315,000	1,149.97			
					21-Mar-91	260,000	1,168.22			
					28-Mar-91	815,000	5,264.01			
06-Mar-91	GRAT.RES	310,000	10.250%	0.00	18-Mar-91	310,000	1,044.66	0	0	1,044.66
08-Mar-91	GRAT.RES	575,000	10.125%	0.00	28-Mar-91	575,000	3,190.07	0	0	3,190.07
13-Mar-91	GRAT.RES	795,000	10.625%	0.00	18-Mar-91	795,000	1,157.11	0	0	1,157.11
14-Mar-91	GRAT.RES	950,000	10.375%	0.00	18-Mar-91	950,000	1,080.14	0	0	1,080.14
15-Mar-91	GRAT.RES	1,040,000	10.000%	0.00	28-Mar-91	1,040,000	3,704.11	0	0	3,704.11
19-Mar-91	GRAT.RES	265,000	10.125%	0.00	28-Mar-91	265,000	661.59	0	0	661.59
20-Mar-91	GRAT.RES	50,000	9.750%	0.00	28-Mar-91	50,000	106.85	0	0	106.85
22-Mar-91	GRAT.RES	115,000	9.500%	269.38			0.00	115,000	115,000	269[illegible]
25-Mar-91	GRAT.RES	615,000	9.625%	862.29	28-Mar-91	70,000	55.38	545,000	660,000	917.[illegible]
26-Mar-91	GRAT.RES	225,000	9.625%	0.00	28-Mar-91	225,000	118.66	0	660,000	118.66
27-Mar-91	GRAT.RES	80,000	9.375%	82.19			0.00	80,000	740,000	82.19
		$10,720,000		$1,213.86		$ 9,980,000	$ 24,795.12			$ 26,008.98

1991 05 07

To The Chairman and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: Student Building Trades Trust Fund

Commencing in 1974, the Board entered into the first of its four agreements with the Hamilton and District Home Builders' Association to enable our composite secondary and vocational students to obtain work experience in the construction industry. The first home was completed and sold in 1975 and subsequent homes were completed and sold in 1977, 1979 and 1982. All profits arising from these sales were credited to the Student Building Trades Trust Fund from which awards to students are disbursed annually.

Since the Board and the Home Builders have an equal equity in this Trust, the total value of the awards is divided equally between the two organizations. For example, during 1990 the Board received $800 from which it disbursed several awards. Similarly, the Home Builders received $800 for disbursement to the winners of their annual student design contest.

A balance sheet, as at December 31, 1990, is attached for your information.

Recommendation:

(a) **That for 1991 a cheque be issued in the amount of $800 to the Hamilton and District Home Builders' Association for awards to winners of its 24th Annual Student Design Contest, and**

(b) **That for 1991 a cheque be issued in the amount of $800 to The Board of Education for the City of Hamilton for awards to students in subject areas related to construction.**

Prepared by: R. A. Chisholm, Accounting Supervisor
Submitted by: P. E. Shewfelt, Superintendent of Finance and Treasurer
Approved by: K. A. Rielly, Director of Education and Secretary

THE HAMILTON STUDENTS' BUILDING TRADES TRUST FUND
BALANCE SHEET
AS AT DECEMBER 31, 1990

Assets

Cash and Short-term Deposits	$ 9,862
Interest Receivable	762
	$10,624

Equity

Balance, December 31, 1989	$11,034
Add: Interest Earned During Year	1,190
	12,224
Deduct: Expenditure for Student Awards	1,600
Balance, December 31, 1990	$10,624

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1991 05 07.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Burglary/Vandalism and Glass Replacement Report for 1990

Annual costs for Burglary, Vandalism and Glass replacement are low ($371,158) relative to the total value ($392,074,500) of Board property at 109 locations.

Burglary and vandalism have been on the decrease over the past 9 years as shown by the trend line at the bottom of the next page. In 1990, the cost of Vandalism (excluding glass) was $88,804 (1989: $85,481) and included losses of $26,800 for a fire at Franklin Road School and $19,286 for vandalism at 220 Dundurn Street. Burglary for 1990 was $39,786 (1989: $53,267).

During the period 1982 to 1989, glass costs were in the range of $180,435 to $260,500. In 1990, glass costs were $242,568.

We will continue to monitor the effects of Burglary, Vandalism and Glass replacement at our schools and introduce new programs where they would be cost effective.

RECOMMENDATIONS:

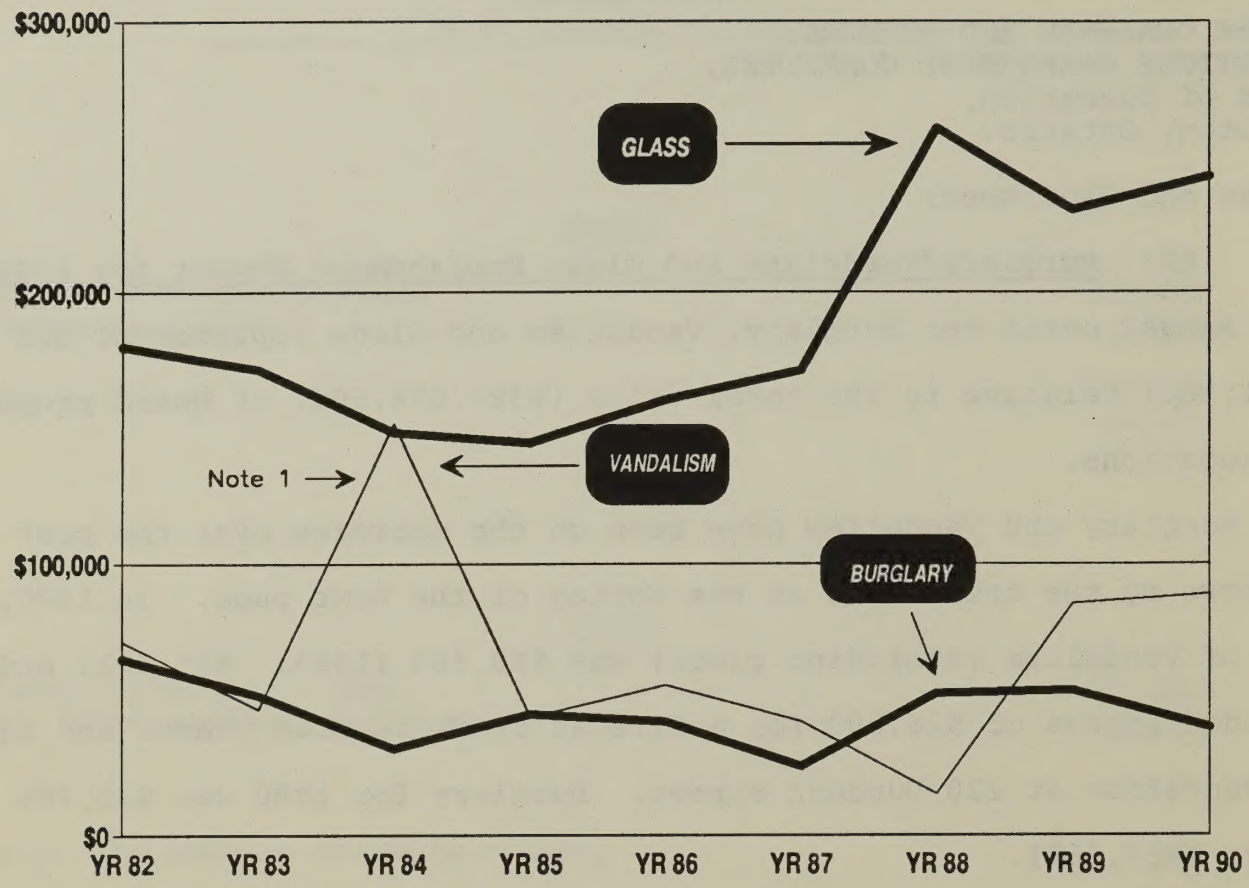
- **That the report be received for information.**
- **That the report be presented to Committee when there are significant changes from year to year.**

Prepared by: D. Kelterborn,
Manager of Property and Insurance.

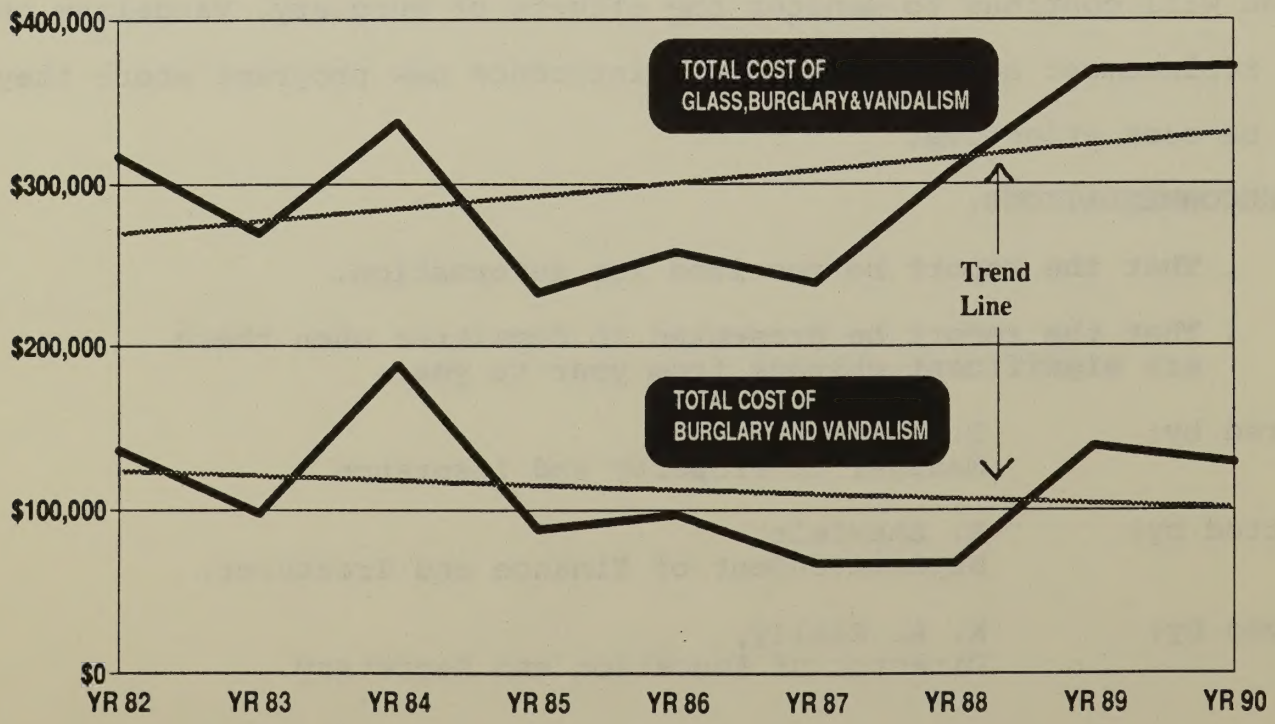
Submitted by: P. Shewfelt,
Superintendent of Finance and Treasurer.

Approved by: K. A. Rielly,
Director of Education and Secretary.

TREND ANALYSIS OF GLASS, VANDALISM & BURGLARY



Note 1 - Includes $135,000 Library Fire at Viscount Montgomery



Education Centre,
100 Main Street West,
Hamilton, Ontario.

1991 05 07

To the Chairman and Members
Operations Management Committee,
Board of Education,
Hamilton, Ontario.
L8N 3L1

Ladies and Gentlemen:

Re: Sale of Princess Elizabeth School and Site

The Board approved the sale of Princess Elizabeth School and site in July 1989. We formally notified all priority agencies of our intention to sell this property according to Ministry of Education requirements. None of the priority agencies was interested in purchasing the school and site.

The property was advertised for sale on March 20th and 23rd with tenders closing on April 19, 1991. There were six tenders submitted ranging from $150,000 to $810,000. The appraised price was $805,000 (as of March 25, 1991). The closing date is 60 days from acceptance of the offer.

RECOMMENDATION:

That the bid of $810,000 from Mr. Len Sardo for the purchase of Princess Elizabeth School and site be accepted and that the proceeds realized from the sale be placed in Capital Reserves.

Prepared by: Doug Kelterborn, Manager, Property and Insurance

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith Rielly, Director of Education and Secretary

1991 05 02

MEMO TO: Chairman and Members,
Operations Management Committee

FROM: K. A. Rielly, Director of
Education and Secretary

The Chairman of the Board has requested that the two attached letters referring to the sale of Princess Elizabeth School be made available to the trustees.

Ross & Ross
BARRISTERS & SOLICITORS

JOHN J. ROSS, B.A., LL.B.

LEWIS S. ROSS, Q.C., B.A., LL.B.
(RETIRED)

MOVED TO:
SUITE 414-20 JACKSON ST. WEST
HAMILTON, ONTARIO L8P 1L2

TELEPHONE (416) 522-4657
FAX (416) 527-8550

SUITE 700
UNDERMOUNT BUILDING
143 JAMES STREET SOUTH
HAMILTON, ONTARIO
L8P 3A1

April 25th, 1991

Hamilton Board of Education
100 Main Street West
HAMILTON, Ontario

APR 2 5 1991

ATTENTION: Mr. Keith Reilly
Director

Dear Sirs:

re: Princess Elizabeth School

I am writing to you on behalf of the Hamilton Hebrew Academy, one of the tender bidders for the Princess Elizabeth School. This organization had intended to purchase this school for educational purposes, but as a result of the tender process, it is now fearful that the lands will be conveyed to a developer for residential purposes.

I understand that the Planning Department will be meeting on May 7th, 1991 to discuss the tenders and to make a recommendation for a final vote of the Board of Trustees. I sincerely believe, however, that there are several major issues which should be brought to the attention of the Board and it would be greatly appreciated if you would consent to having Rabbi Morton Green attend this meeting in order to address the following concerns.

Although the tender process was legally correct in every respect, it was felt that the very limited and narrow wording of the offer (clean and simple) and the failure to allow further terms and conditions from being inserted into the offer, greatly depreciated the value of the land for certain interested parties. I am sure that you are aware of the fact that Princess Elizabeth School was on the list of the LACAC (Local Architectural Conservation Advisory Committee) for designation as a property of architectural significance, and that the only remaining step for such designation was for the Board of Education to file an application. This designation would have enabled the owner of the school to obtain further grants and valuable funding from the Municipality and the Ontario Heritage Fund for renovations and restoration. Accordingly, a positive step such as applying for designation would have made the school property more valuable to any organization intending to continue to utilize the building as a school.

continued.../2

Conversely, refusing to designate the lands as possessing architectural significance, would make the land more valuable to the Developer as there would be no delays in obtaining a demolition permit nor would the owner have to give third parties an opportunity to purchase the lands prior to demolition.

Accordingly, the results of your tender process in which a developer submitted the highest bid is not at all surprising, but it should be noted that if the Board of Education had obtained an LACAC designation, the tender bids would have been reversed, and that the Organization wanting to use the school "as a school" would have been in a position to submit a bid approaching that of the Developer.

It has come to my attention that as early as March 1990, over one year ago, the Board of Education was notified of the architectural significance of the Princess Elizabeth School. It would, therefore, appear that the Board of Education's unintentional delay or unconscious avoidance of addressing the concern raised in this letter, has in fact resulted in a decision being made, namely having the lands offered for sale on Developer's terms.

This decision, no matter how it was arrived at, is disturbing for two reasons. First, it prevented an Organization intent on utilizing the school from making a fair market bid on the property, as the tender process precluded the crucial negotiations that would have been required with the Board of Education. Second, one wonders how the Board of Education can ask for a curriculum which teaches school children to preserve the past and be protective of our Canadian heritage, when the Board of Education Administration itself is avoiding LACAC designation and the benefits which would flow from it.

There is no doubt in my mind that the tender process was not the proper procedure to follow for the sale of the Princess Elizabeth School and that it would have been far more equitable for the Board to have obtained its own fair market value appraisal of the school, and for the Board to then select a list of purchasers to negotiate with directly. The selection criterion could be based on the following:

1. NEED - Does the purchaser have a legitimate need for the land and is it a worthwhile project - what is the total number of people that would benefit from this project?

2. RESIDENCY - Is the purchaser or sponsoring group from the Ainsle Wood East Neighbourhood, or are the purchasers local ratepayers? - is the location required out of practical necessity (is the school required to be within walking distance of the students)?

continued.../3

3. PRICE - Is the purchaser willing to pay fair market value for the lands?

This is similar to the procedure that the City of Hamilton followed when it sold two large downtown properties. The first being the Old Bank of Montreal building on James and Main, and the second being the old Wellington Arms Hotel site at Main and Hughson. Both sales called for detailed proposals in order to ensure that not only would the best price be secured, but that the most worthwhile project would be developed.

I hope that you will be able to consider these proposals at the meeting of May 7th, 1991. I would also hope that an invitation can be extended to Rabbi Green in order that he be allowed to further elaborate on these submissions and to confirm to the Board that a fair market price can be fully satisfied. If you wish an opportunity to contact either myself or Rabbi Green, we would be only too pleased to answer your questions.

We await to hear from you in this regard.

Yours very truly,
ROSS & ROSS
per:

John J. Ross

JJR/ykl

c.c. Rabbi Morton Green
Marjorie Baskin - Trustee Ward 1
Judith Bishop - Trustee Ward 1

Evans, Philp
BARRISTERS & SOLICITORS

W. IAN GORDON, Q.C., LL.B.
LEE A. PINELLI, LL.B.
ROBERT H. ROGERS, LL.B.
PAUL H. PHILP, LL.B.
FILOMENA TASSI, LL.B.
MARK J. ZEGA, LL.B.
BRUCE F. DAVIES, LL.B.

ORVILLE M. WALSH, K.C.
(1919-1949)

JOSEPH M. PIGOTT, Q.C., LL.B.
LARRY G. CULVER, LL.B.
BRENT J. FOREMAN, LL.B.
RANDALL S. BOCOCK, LL.B.
WAYNE R. RICHARD, LL.B.
NANCY L. SMITH, LL.B.

F. JOHN L. EVANS, Q.C., LL.B.
(1931-1980)

(416) 525-1200
FAX (416) 525-7897

16TH FLOOR, COMMERCE PLACE
ONE KING STREET WEST

MAIL:
P.O. BOX 930, STATION A
HAMILTON, CANADA
L8N 3P9

APR 30 1991

April 30, 1991

The Board of Education for
the City of Hamilton
100 Main Street West
HAMILTON, Ontario
L8N 3L1

Attention: Mr. Keith Rielly
Director of Education and Secretary

Dear Sir:

RE: Princess Elizabeth School Sale

You have asked our opinion as to whether one of the bidders who responded to a tender notice should be allowed to attend before the Operations and Management Committee to elaborate on his bid.

Section 170 (4) of The Education Act provides that notwithstanding any general or special Act, including the Metropolitan Separate School Board Act, 1953, a board shall not sell, lease or otherwise dispose of a building or a part thereof other than to another board or demolish a building, unless, in addition to any other approval that may be required, the board has obtained the approval of the Minister. There are exceptions under subsection 5 which do no apply to the present situation. The Ministry of Education has established instructions for many items including the disposal of school buildings (Section 12.3). For the purpose of that section, land upon which the building is located is considered an intricate part of the transaction. In order to obtain the approval of the Minister, the board must follow the instructions or guidelines of the Ministry, which if no agency, body or organization set out in subsections 12.3.2.3. or 12.3.2.4. agrees to acquire it, require that, such sale must be by public tender.

We have assumed the following facts for the following opinion:

1. Princess Elizabeth School (the "Site") is no longer is required by the Board;

2. The Site is not required by another board for learning purposes;

3. The Site was offered in succession to the agencies or authorities or bodies designated by the Ministry of Education under Section 12.3.2.3. of the Ministry instructions or guidelines and none was interested;

4. No organization funded in whole or in part on a continuing basis by the Province of Ontario, or the Government of Canada or as the Minister may approve has expressed an interest in purchasing the Site.

5. The public tender process was begun and ~~five~~ 6 bids were received ranging in amount from $150,000.00 to $810,000.00.

6. The highest appraised value of the Site was $805,000.00.

7. Hamilton Hebrew Academy was one of the low bidders. Hamilton Hebrew Academy is not a body, organization or agency as defined in subparagraphs 12.3.2.3. or 12.3.2.4 of the Ministry of Education instructions and guidelines.

8. Tender was to be in writing and there was no provision in the tender documents indicating the tender would be other than in writing.

The tender process is initiated by an advertisement in certain publications as set out in Section 12.4, being the local newspaper, a daily newspaper of a nearby community and a daily newspaper of the construction industry that has province wide circulation. That notice is not an offer to sell which can be accepted by an interested buyer but an "invitation to treat", that is an invitation to make an offer which may or may not be accepted even if it is the highest offer.

It is our understanding that the process was properly initiated and that your Board must now decide if it will accept any of the offers.

The tender process is required in this situation by the Ministry guidelines. If the Board wants to sell this property to other than a prescribed buyer, the tender process must be followed. In order to maintain the integrity of the process, there must be consistency with Board policy and if no formal policy, with customary conduct. The Board follows the tender process when dealing with construction contracts as well as when required as in this instance. The practice has been to publish notice of the Board's intention, invite bids, open the bids at the time and place

Evans, Philp

designated, and to indicate to those who have bid and have chosen to attend, the nature of those bids. A staff recommendation is give to the appropriate committee who recommends what bid, if any, should be accepted.

In our opinion, the integrity of the tender process would be compromised if a bidder were allowed to attend before the Operations and Management Committee to elaborate on his bid. As indicated above, if not policy, certainly custom dictates the even handed way your Board must deal with all bidders. Although a bidder who is not invited to attend when another bidder is allowed to attend, may not have a legal action against the Board, the process is damaged for future dealings. The public must be satisfied that the same rules apply to all for the process to be effective. In our opinion, therefore, Rabbi Green should not be invited to attend the meeting.

We have read Mr. Ross' letter of April 25, 1991. We have not been asked to nor do we intend to comment on the letter in detail. We do, however, want to make the following observation. With the greatest of respect to Mr. Ross, we do not understand his logic. The Site, in his mind, would be more valuable if designated. He knows it could be designated and therefore, his client should have taken that into consideration when arriving at the fair market value for his bid. The appraisal value of $810,000.00 is based on the land and building value, not as a cleared construction site. It is not, however, our decision as to how the Board weighs the merits of the various offers. Mr. Ross apparently does not understand that the tender process is required for this sale. It was not selected as a process over the process of a negotiated sale but dictated by the Ministry of Education.

We would be happy to discuss the foregoing with you at your convenience.

Yours very truly,

W. IAN GORDON

WIG/lb

cc Mr. Doug Kelterborn
Manager, Property & Insurance

Education Centre
100 Main Street West
Hamilton, Ontario
1991 05 07

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Cash Tuition Fees

Please find attached the recommended cash tuition fee schedule for the 1991-1992 school year.

In general terms, cash tuition fees are applicable to students whose parent or legal guardian is not a public school supporter living in the City of Hamilton, and whose fees are not paid by another Board, the Ministry of Education, or the Government of Canada.

These fees have been calculated in accordance with current Ministry of Education regulations.

Recommendation:

That the cash tuition fee schedule for the 1991-1992 school year be approved.

Prepared by: John E. Paterson, Senior Accounting Analyst

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

CASH TUITION FEE SCHEDULE

FOR THE 1991-1992 SCHOOL YEAR

	Fees	
	Annual	Monthly
Elementary Panel		
Residents of Ontario		
Grade Classes (including Junior Kindergarten, Kindergarten and French Immersion)	$1,940	$194
Non-Residents of Ontario		
Grade Classes (including Junior Kindergarten, Kindergarten and French Immersion)	$6,040	$604
Secondary Panel		
Residents of Ontario		
Grade Classes (including French Immersion)	$2,490	$249
Vocational	4,110	411
Non-Residents of Ontario		
Grade Classes (including French Immersion)	$7,510	$751

Note: Special Education classes are not available on a Cash Fee basis.

1991 05 07

To the Chairman & Members
Operations Management Committee
Hamilton Board of Education

RE: RELOCATION OF BOARD ARCHIVES

During this school year, it has become apparent that the Archives' temporary relocation to Queen Victoria school has been unsatisfactory for accessibility to researchers, display and meeting purposes. It has also become apparent that a room will become available in Ainslie Wood Secondary School at the conclusion of this school year which will satisfy all basic criteria for a satisfactory long term location, namely:

- *Appropriate Size*
- *Accessibility*
- *Convenience of Location*
- *Transportation Routes*
- *Modifications Required (Financial Considerations)*
- *Climate Control*
- *Projected Long Term Tenancy*

In consultation with the Principal of Ainslie Wood, the Superintendent of Schools (Area 1) and the Archives Committee, the Accommodation Committee has approved the following recommendation. Approving the recommendation at this time (rather than June) will enable the school staff, archives committee and purchasing department to begin room modification prior to the summer vacation period.

RECOMMENDATION:

THAT THE ARCHIVES BE RELOCATED IN ROOM 115 AT AINSLIE WOOD SECONDARY SCHOOL AS A LONG TERM LOCATION PERMITTING IT TO FUNCTION FOR THE PURPOSES OF STORAGE, RESEARCH, DISPLAY AND DELIBERATION.

Prepared by: Director's Accommodation Committee
Submitted by: R. W. Binns (Chair)
Approved by: K. A. Rielly, Director of Education

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 05 07

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

(a) That the following trip request(s) be approved:

(i) Adelaide Hoodless, Grade 6, Outdoor Education, Tobermory, 1991 06 17-19 (Monday to Wednesday)

(ii) Elizabeth Bagshaw, Grade 6, Upper Canada Village, Old Fort Henry - Kingston, 1991 06 25-26 (Tuesday to Wednesday)

(iii) Prince of Wales, Grades 7-8, Camp Wanakita, Outdoor Education, 1991 06 10-13 (Monday to Thursday)

(iv) Queen Mary, Grades 6-8, Outdoor Education, Camp Wanakita, 1991 06 12-15 (Wednesday to Saturday)

(v) Barton, Grades 9-OAC, Outdoor Education, Algonquin Park, 1991 05 22-25 (Wednesday to Saturday)

(vi) Delta/Scott Park, Grades 9-OAC, Stratford, 1991 09 18 (Wednesday)

(vii) Westdale/Westmount, Grade 11, Niagara Falls Canada and U.S.A., 1991 05 23 (Thursday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(b) That the following trip requests be added to clause (a):

(viii) Delta, Grades 9-OAC, Outdoor Education, Bark Lake Leadership Centre, 1991 05 28-30 (Tuesday to Thursday)

(ix) Hill Park/Sir Winston Churchill/Westdale, T.R. students, Outdoor Education, Valens Conservation Area, 1991 06 03-04, (Monday to Tuesday)

(x) Hill Park/Sir Winston Churchill/Westdale, T.R. students, Outdoor Education, Valens Conservation Area, 1991 06 05-06, (Wednesday to Thursday)

AGENDA
ERATIONS MANAGEMENT COMMITTEE
1991 06 11

tes of the 1991 05 07 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials in response to City Hall's request to reconsider the overall plan to establish a Senior Citizens Drop-In Centre - Lake Avenue School. - **Pages 1 to 4**

2. Report of the Asbestos Response Team - 18 month review - **Pages 5 and 6**

3. Budget Communications Plan - **Pages 7 to 18**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 19**
   (please see separate blue and yellow packages for textbook information)

2. Driver Education Quotations - 1991 - in car - **Pages 20 and 21**

3. Adult and Continuing Education Report - **Pages 22 to 25**
   i) General Interest Courses - Recommendations 19 - 20 - 21 and 22

4. String Program - **Pages 26 to 28**

5. Pupil Accident Insurance Quotes (2 year renewal) - **Pages 29 and 30**

6. Interim Financial Status Report - **Pages 31 to 37**

7. Report on Capital Grant Allocations

8. Awarding of Contracts - i) Gibson School - **Pages 38 to 40**
   ii) Hillcrest School
   iii) Memorial School

9. Request of the City of Hamilton re Proposed Tennis Court Site - Chedoke School - **Pages 41 and 42**

10. School Crossing Guard - Fairfield (requested by Trustee Mulholland)

11. Westmount 1990 (requested by Trustee Korz)

** 12. Ministry Cancellation of $100 Scholarships for Grade 12 Honour Students (requested by Trustee Korz)

13. Report of the Transportation Committee - **Pages 44 to 52**

14. Report of the Special Education Advisory Committee - **Page 53**

15. Report of the Committee to Study the Budget Review Process - **Pages 54 to 73**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 74 and 74A**

2. Report of the Allenby School Review and Analysis Committee - **Pages 75 to 107**

** **In addition to agenda distributed**

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1991 06 11

Confirmation of the minutes of the 1991 05 07 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the officials in response to City Hall's request to reconsider the overall plan to establish a Senior Citizens Drop-In Centre - Lake Avenue School. - **Pages 1 to 4**

2. Report of the Asbestos Response Team - 18 month review - **Pages 5 and 6**

3. Budget Communications Plan - **Pages 7 to 18**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 19**
   (please see separate blue and yellow packages for textbook information)

2. Driver Education Quotations - 1991 - in car - **Pages 20 and 21**

3. Adult and Continuing Education Report - **Pages 22 to 25**
   i) General Interest Courses - Recommendations 19 - 20 - 21 and 22

4. Strings Program - **Pages 26 to 28**

5. Pupil Accident Insurance Quotes (2 year renewal) - **Pages 29 and 30**

6. Interim Financial Status Report - **Pages 31 to 37**

7. Report on Capital Grant Allocations

8. Awarding of Contracts - i) Gibson School - **Pages 38 to 40**
   ii) Hillcrest School
   iii) Memorial School

9. Request of the City of Hamilton re Proposed Tennis Court Site - Chedoke School - **Pages 41 and 42**

10. School Crossing Guard - Fairfield (requested by Trustee Mulholland)

11. Westmount 1990 (requested by Trustee Korz)

12. Report of the Transportation Committee - **Pages 44 to 52**

13. Report of the Special Education Advisory Committee - **Page 53**

14. Report of the Committee to Study the Budget Review Process - **Pages 54 to 73**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 74**

2. Report of the Allenby School Review and Analysis Committee - **Pages 75 to 107**

1991 06 11

The Chairman & Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: CITY RESPONSE TO BOARD RECOMMENDATION SENIOR CITIZEN'S DROP-IN CENTRE LAKE AVENUE SCHOOL PLAYGROUND

At the December, 1990 Board Meeting the following Operation Management Committee recommendations were approved:

> *3. That the following action regarding the City of Hamilton's request to establish a Senior Citizens' Drop-In Centre - Lake Avenue School property be approved:*
>
> *(a) That the presentations of the Riverdale Ravine Action Committee and the Warden Park Seniors Group regarding the establishment of a senior citizens' centre on Lake Avenue School property be dealt with this evening.*
>
> *(b) That the Report of the Officials be received for information.*
>
> *(c) That the Board approve in principle the establishment of a senior citizens' centre on Lake Avenue School property, provided that an integrated plan for a recreation centre/senior citizens' centre be designed for approval by the Board.*

Following a meeting with Board and City officials, the City made a second proposal to the Operations Management Committee in May. This proposal addresses a number of points, namely:

1. It drops the City's first choice location close to the School parking lot.

2. It re-establishes preference for the City's second choice location in the south-west corner of the property.

3. It states that "the City is <u>unable</u> to see its way clear to place the Seniors Centre at the north-west corner of the property and integrate it into a future Recreation Centre."

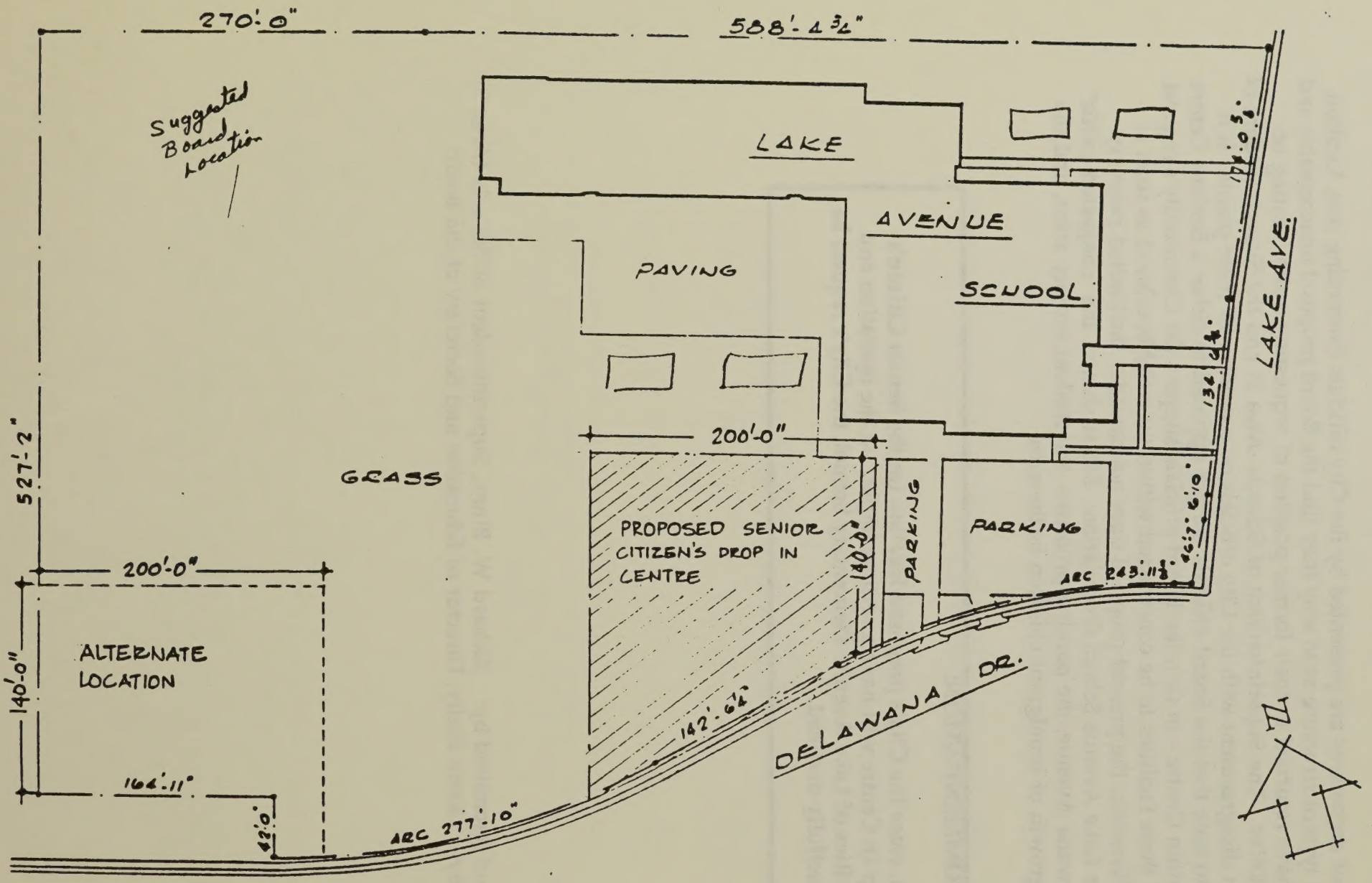
A number of arguments are presented by the City officials concerning cost, location, design and type of structure as to why they find the Board proposal unacceptable and why they have returned to their former position of requesting a site fronting on Delawana Drive. The Superintendent of Schools ·Area 3) and the Superintendent of Plant are in disagreement with the City officials on a number of these points. It is important to note that the Board officials are not opposed to either a Senior's Centre or a Recreation Centre - in fact, the Board officials support the Community's request for both of these facilities to be constructed within the neighbourhood as soon as possible. However, the present proposal does not consider the limited property available to Lake Avenue School (Population: 516 students), the "congested traffic" along Delawana Avenue, the parking problems, the student activity areas, and the increased growth of immigrant children in the area.

RECOMMENDATION:

That, since the City's proposed location for the Senior Citizen's Drop-In Centre will have a serious impact on the operation and activities of Lake Avenue Elementary School, the City's request be respectfully declined.

Prepared and Submitted by: Richard W. Binns, Superintendent of Schools (Area 3)
Approved by: Keith Rielly, Director of Education and Secretary of the Board

/md

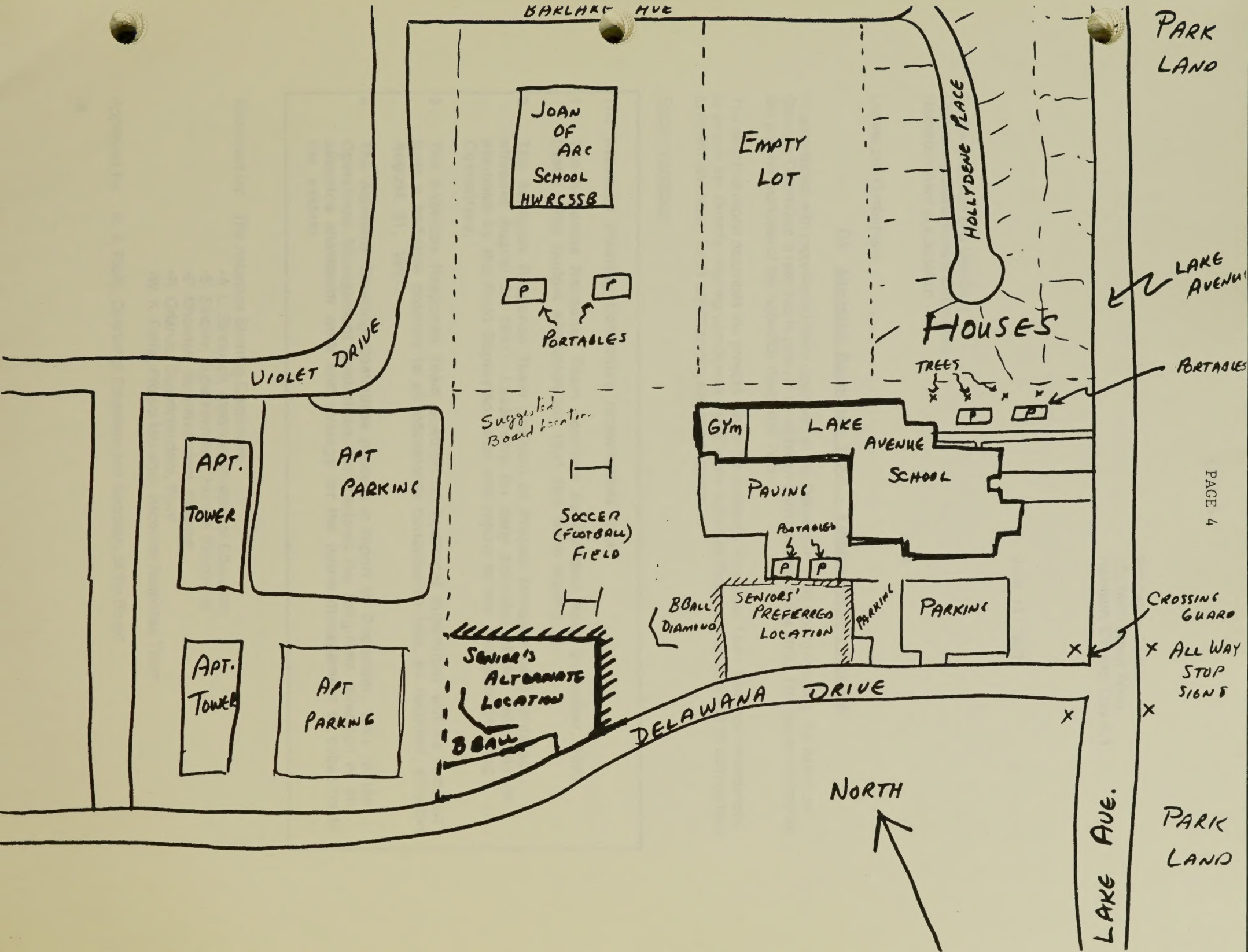


LAKE AVENUE SCHOOL - SITE PLAN

1990.09.26

SCALE: 1" = 100'-0"

MARCH 1987


BARLAKE AVE
PARK LAND
JOAN OF ARC SCHOOL HWRCSSB
EMPTY LOT
HOLLYDENE PLACE
LAKE AVENUE
HOUSES
TREES
PORTABLES
PORTABLES
VIOLET DRIVE
Suggested Board location
GYm
LAKE AVENUE SCHOOL
PAVING
PORTABLES
APT. TOWER
APT PARKING
SOCCER (FOOTBALL) FIELD
BBALL DIAMOND
SENIORS' PREFERRED LOCATION
PARKING
PARKING
CROSSING GUARD
ALL WAY STOP SIGNS
APT. TOWER
APT PARKING
SENIOR'S ALTERNATE LOCATION
BBALL
DELAWANA DRIVE
NORTH
LAKE AVE.
PARK LAND

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1

June 11, 1991

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: **Asbestos Response Team - Eighteen-Month Review**

In accordance with recommendations approved at the December, 1989 Board meeting, the Asbestos Steering Committee is required to present an eighteen-month review at this time. This review completes the present mandate of the Asbestos Response Team.

The attached report describes the present role of the Asbestos Response Team and recommendations to assure this Board's ongoing compliance with Ontario Asbestos Regulation 654/85 and its commitment to health and safety for all Board employees and students.

Recommendation:

The Asbestos Steering Committee recommends that:

1. **The Asbestos Response Team continue its mandate until December, 1991. (Note: The budget allocation for 1991 has been made.)**

2. **The Asbestos Response Team position of Project Manager be eliminated effective August 31, 1991. Leadership for daily activities of the Team will be assumed by the Field Supervisor who will report to the Asbestos Steering Committee.**

3. **The Asbestos Response Team position of Technical Supervisor will be reduced from a half-time position to an occasional consultative role, as required, effective August 31, 1991.**

4. **The Asbestos Steering Committee present a report in December, 1991 to the Operations Management Committee that reviews the long-term direction of all asbestos abatement work and strategy for the future management of asbestos in the system.**

Submitted by: The Asbestos Steering Committee:
- A. L. Stockwell, Associate Director of Education
- B. Sinclair, Superintendent, Human Resources
- P. Shewfelt, Superintendent, Finance
- R. Orlando, Superintendent, Plant
- W. K. Ferris, Project Manager, Asbestos Response Team

Approved by: K. A. Rielly, Director of Education and Secretary of the Board

/ls

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ASBESTOS RESPONSE TEAM

Eighteen-Month Review

Background:

When the Asbestos Response Team (A.R.T.) was organized in December, 1989, the Hamilton Board of Education was attempting to manage a crisis that created unrest and cost the Board $1.9 million. The A.R.T. was responsible for initiating a management plan that has enabled the Board to manage asbestos in its buildings in compliance with the Ministry of Labour Regulation 654/85. The A.R.T. has now completed its original eighteen-month mandate.

Today, our management plan and the A.R.T. concept have been utilized by other institutions and boards of education. The Ministry of Labour has been very supportive of our management approach. If the A.R.T. had not been created, the cost of the required daily asbestos work would have been substantially greater. The A.R.T. has been able to respond to an urgent need in a very cost efficient manner.

The Asbestos Response Team Mandate:

- Implement the management plan for asbestos repair and removal.
- Control budgeted expenditures in co-operation with the Plant Department.
- Develop an effective and consistent response to employee and community concerns by communicating with:
  -employee groups and health and safety representatives;
  -Ministry of Labour, Hamilton-Wentworth Regional Department of Health, and Consultants.

The Asbestos Response Team Progress to Date:

In the previous two six-month reports, specific accomplishments of the A.R.T. have been highlighted.

The A.R.T. continues to manage the daily demands for asbestos work in the system. However, the type of work has expanded since 1989. In co-operation with the Plant Department, the A.R.T. is now preparing pre-renovation reports to identify asbestos abatement work prior to planned renovations.

The daily workload continues. The A.R.T. receives ten to fifteen telephone requests for assistance each day. Due to the age of many buildings, most trades people doing work have requested the assistance of the A.R.T. Often these requests are made with very short notice.

The long-range asbestos abatement program presented to the Board in September, 1990 by the Superintendent of Plant continues to act as a guideline. However, the A.R.T. and the Plant Department are carefully assessing specific buildings identified for asbestos abatement. These capital projects involve only eight of the over one hundred buildings in our system.

Asbestos materials will be present in the majority of our buildings for some time. The A.R.T. is responsible for managing asbestos in all buildings and will continue to recommend work to be completed in order to maintain the highest standard of health and safety.

/ls

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1
1991 06 11

To The Chairman and Members
Operations Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen:

RE: BUDGET COMMUNICATIONS PLAN - THIRD PROGRESS UPDATE

The 20 strategies which comprise the Board's 1991 Budget Communications Plan have made a significant difference in our community's image of the Board. This is borne out by three evaluation surveys undertaken in November, April and May.

As we have indicated in previous reports, this plan represented a very large amount of work. Although the plan counted heavily upon the work of volunteer staff, steady progress has taken place. Much work has been completed and work on some strategies will continue beyond this school term. Below, we have highlighted progress on particular strategies since our report in May.

UPDATE:

STRATEGY 1:
Provide in-service on elements of effective P.R.
Two firms were approached to explore possibilities of assisting with professional in-service sessions. The sessions are to be designed to assist Board members and senior officials when being interviewed by the news media. One firm is prepared to provide a full-day workshop for up to 15 participants. It looks valuable. The cost would be approximately $2,000. Further consideration is being given to this proposal.

STRATEGY 6:

In addition to the Chamber of Commerce, other community associations and service clubs have been approached offering to have members of senior management address them as keynote speakers on education matters. This will be extended considerably next year through the Speakers' Bureau.

STRATEGY 7:
Co-operate with Teacher Federations to enhance image of teachers.
A series of HSR bus and Board vehicle posters is being developed. The emphasis will be upon the job teachers are doing in the schools under the heading: Did you know? . . . Campaign costs will be borne predominantly by our Teacher Federations. Work is also going to be done to make teachers more inclined to call the media with good news leads. Steps are being taken to have Teacher Federation Presidents appear with the Associate Director of Education on a CHML Talk
Show at school opening time next September. CHCH TV 11 will be approached to develop news features centered around outstanding work being done in Hamilton schools.

STRATEGY 9:
Prepare insert for city tax bill.
Although funded entirely by the city, a considerable amount of school system information appeared in this year's city tax bill brochure through the efforts of our staff. Based upon our evaluation survey findings, this is seen by our community as an excellent communications strategy. Good ground work has been laid this year with the City's Treasury Department. Based on direction from our Board, early planning will explore the possibility of jointly producing a tax bill information tabloid next spring.

STRATEGY 10:
Invite reporters into schools.
Extensive work was done in this regard, especially during Education Week. In May, a reporters' contact list of news media for school use was designed and sent out. This list will be revised in September.

STRATEGY 11:
Staff and Trustees to appear on radio talk shows.
Several staff have been on radio talk shows. CKOC has expressed an interest in devoting approximately six programs per year to our school system, including a "Going Back to School" program in the fall. Among other possibilities, they are interested in doing a program from one of our classrooms. Area One Education Week Planning Co-ordinator, Mary Johnson, appeared on a CHML program on May 5. Her message was one of inviting the community into our schools. An extensive list of program possibilities for the coming school year is also being explored with CHML.

STRATEGY 13:
Schools to produce videos with Cable 14.
The Media PR Committee met with Cable 14 personnel and designed a flyer to assist staff to utilize Cable 14 services. Twenty participants took part in a workshop providing instruction on producing PR products.

STRATEGY 18:
Provide appropriate resources to deal with phone inquiries arising at budget time.
The Information Officer responded to approximately 50 telephone calls in connection with this year's tax bill. This compares with more than 300 last year. Approximately 30 of this year's calls came as a result of people constantly getting a busy signal at City Hall and calling the next telephone number listed on their tax bill. Of the remainder, several appreciated receiving background details on the budget given through extended telephone conversations and, in a few cases, referrals to their Trustees. The majority of callers were senior citizens with small, fixed incomes.

STRATEGY 19:
Attract non-parent taxpayers to Continuing Education programs.
Adult students from Allenby had an inter-active display in Hamilton's Public Library from April 25 through May 5. In addition, displays and adult eduction class demonstrations took place in Limeridge Mall during May 5 through 10, 1991.

STRATEGY 21:
Evaluate communications strategies.
A third telephone survey was conducted on May 22 in order to evaluate the effectiveness of the Board's Budget Communications Plan. The results indicate steady improvement in the public's perception of the Board (see Appendices A to H).

The Budget Communications plan presented to the Board in January contained cost estimates of 1,887 hours in time and $11,420 To date, an estimated 1,600 people hours have been devoted to the Plan and $7,023 has been spent or committed. Of the 20 strategies in the plan, 14 are complete. Three are being actively pursued and in stages of implementation. The remaining three (Media In-service for Officials, PR video and Public Meetings) are under consideration and will be pursued throughout June and the fall of this year.

Strategic system public relations planning is now underway with the assistance of Trustee representation. A number of strategies which were part of the 1991 Budget Communications Plan will be considered in the system planning for 1991-92. The Board may also give direction to explore the feasibility of a jointly produced tax bill information tabloid to all taxpayers next Spring.

RECOMMENDATION:

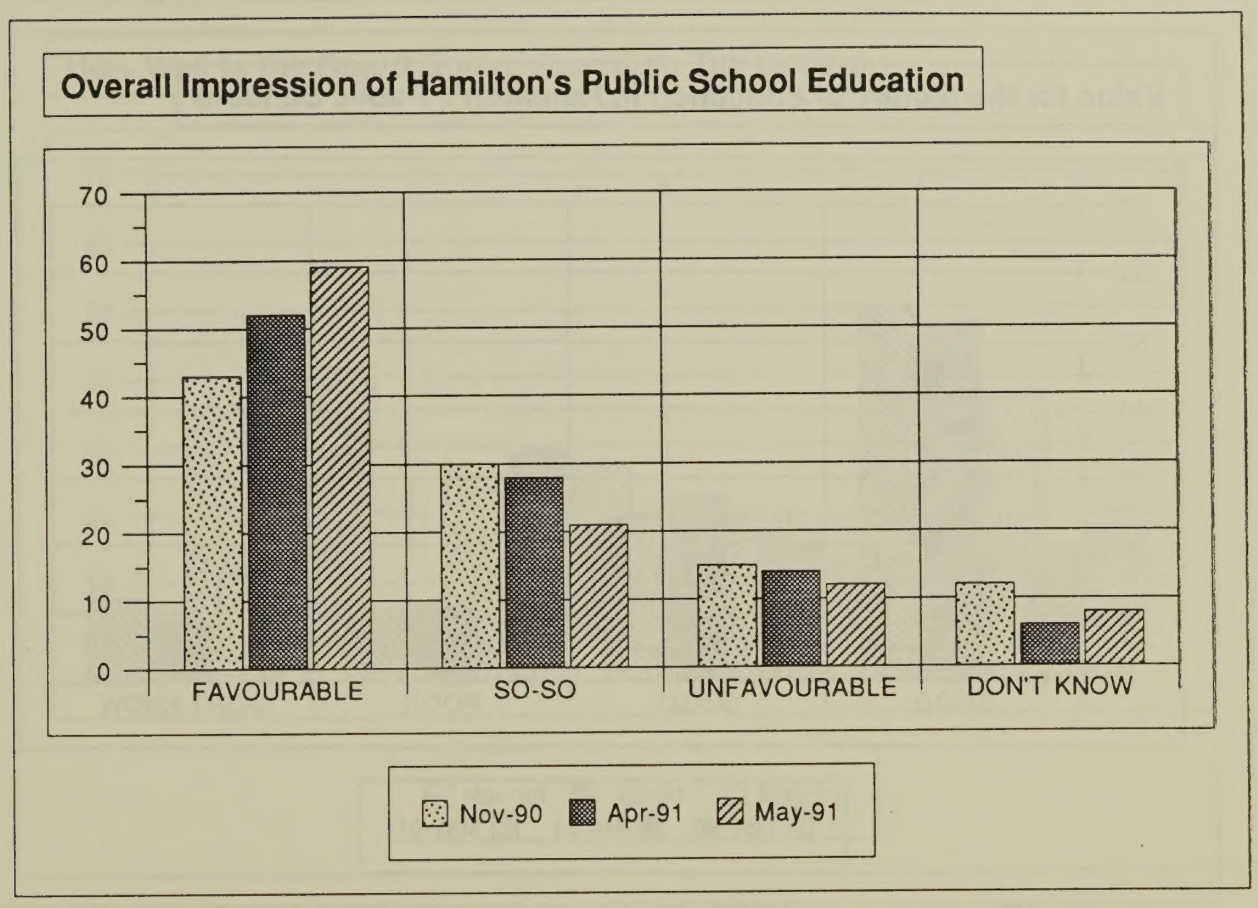
That this report be received for information.

Prepared by: Communications Services Department

Submitted by: Richard Kawai,
Superintendent of Information Management Services

Approved by: Keith Rielly,
Director of Education

A

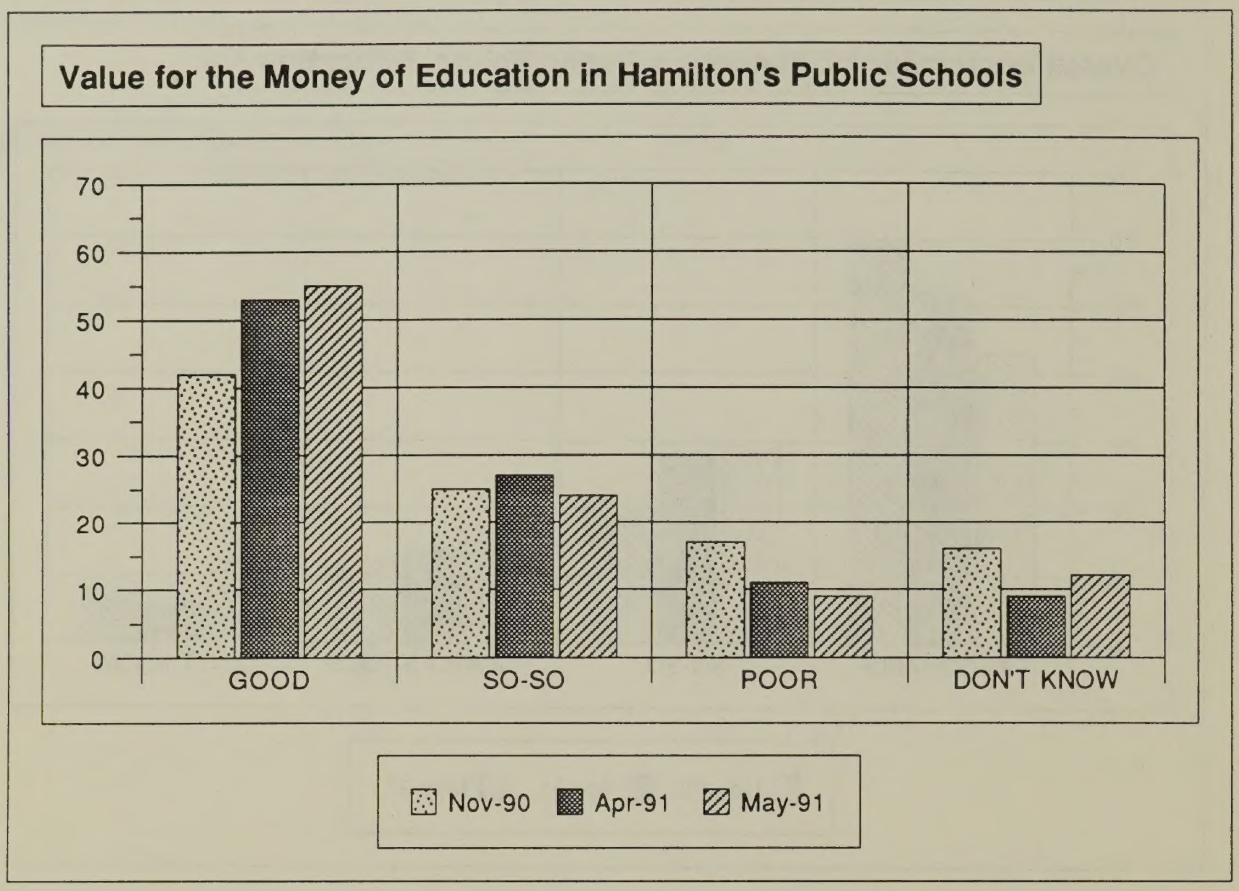


Respondents were most likely to have indicated that they had a favourable overall impression of Hamilton's public school education.

Taxpayers responding in May 1991 were significantly more favourable than those responding in November 1990 in their overall impression of Hamilton's public school education.

Taxpayers responding in April 1991 and May 1991 were slightly more likely than those responding in November 1990 to have had an opinion regarding their overall impression of Hamilton's public school education.

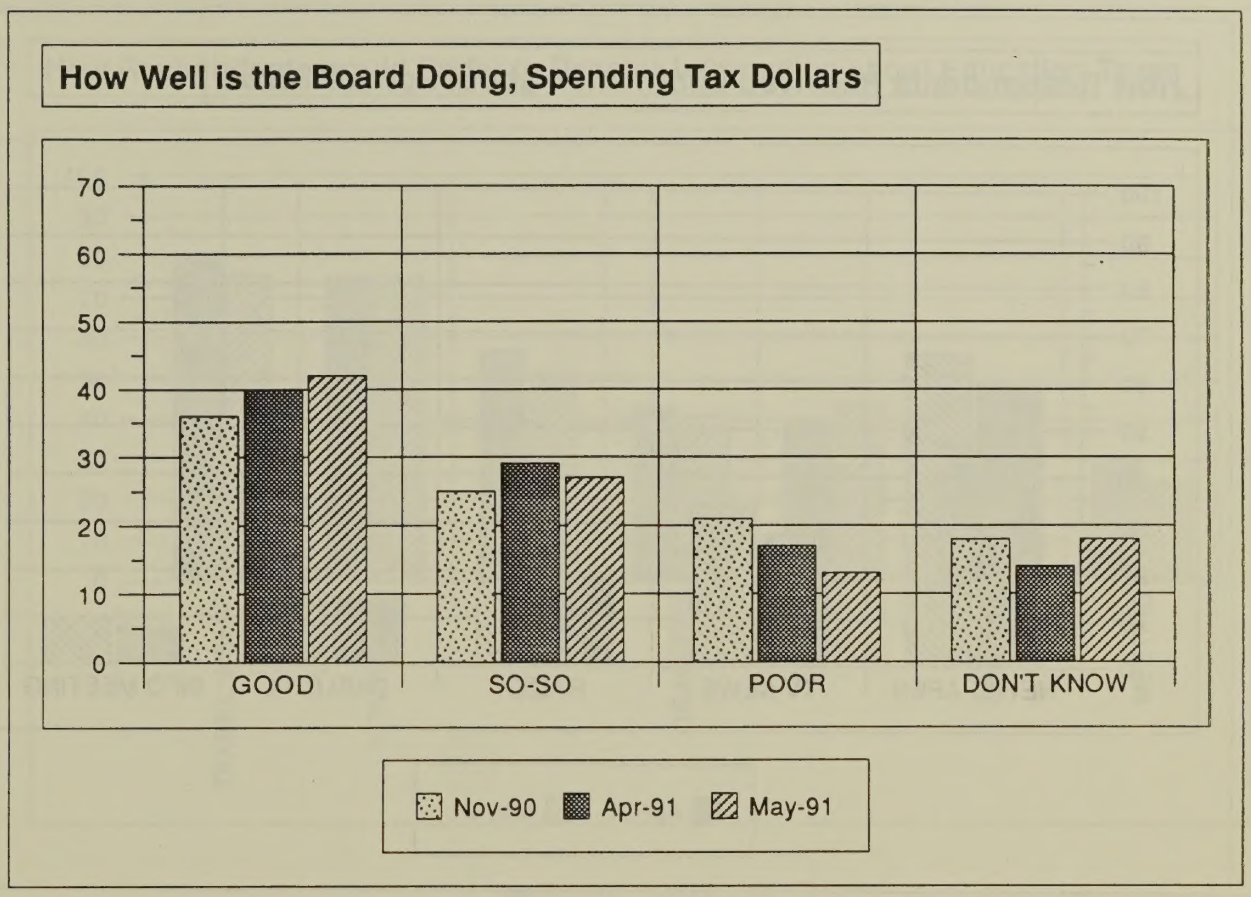
B



Respondents were most likely to have indicated that education in Hamilton's public schools was good value for the money.

Taxpayers responding in April 1991 and May 1991 were significantly more likely than those responding in November 1990 to have indicated that education in Hamilton's public schools was good value for the money.

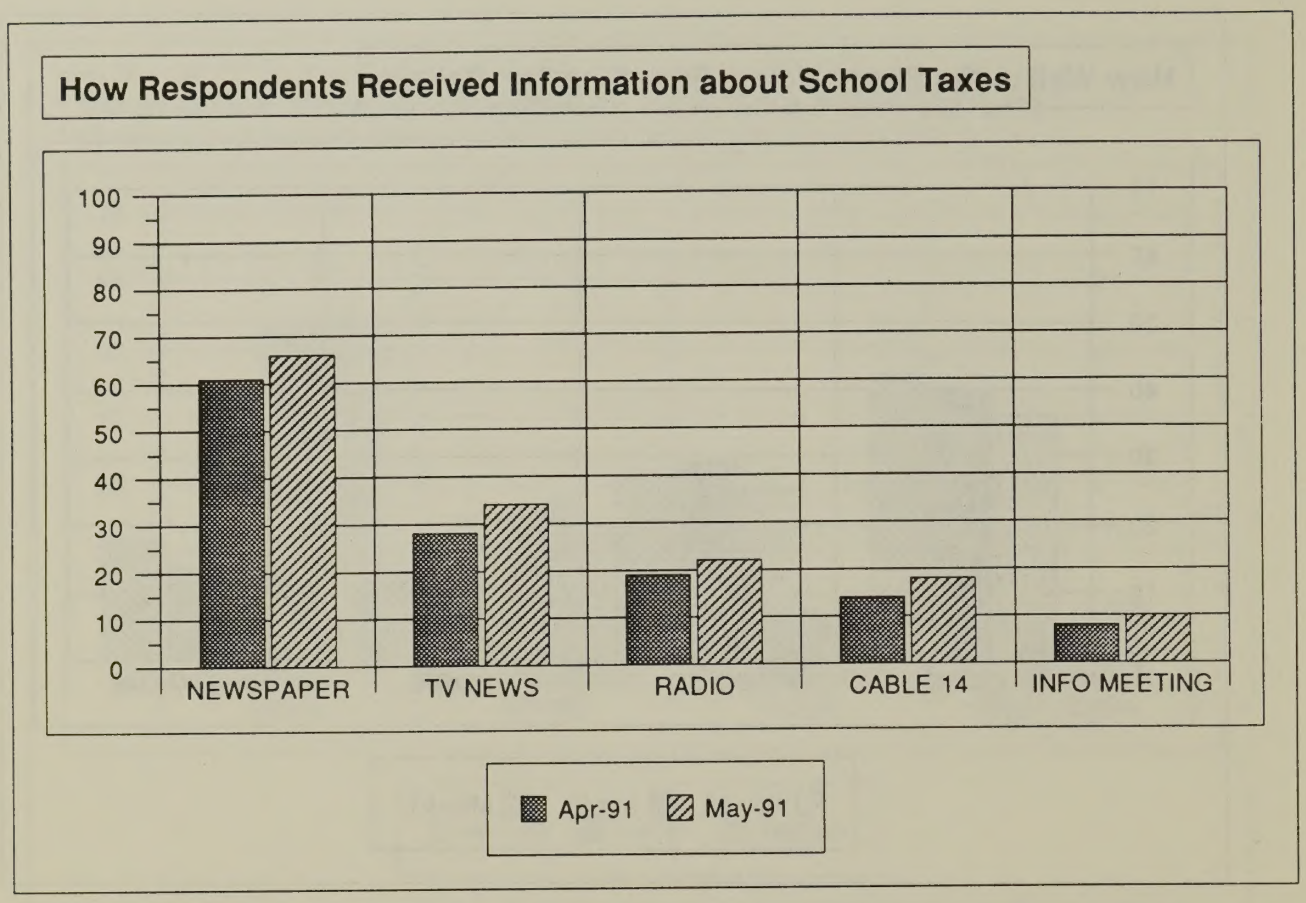
Taxpayers responding in April 1991 and May 1991 were slightly more likely than those responding in November 1990 to have had an opinion regarding the value for the money in Hamilton's public schools.



Respondents were most likely to have indicated that the Hamilton Board of Education and its trustees were doing a good job in spending tax dollars in the community.

Taxpayers responding in April 1991 and May 1991 were slightly more likely than taxpayers responding in November 1990 to have indicated that the Hamilton Board of Education and its trustees were doing a good job in spending tax dollars in the community.

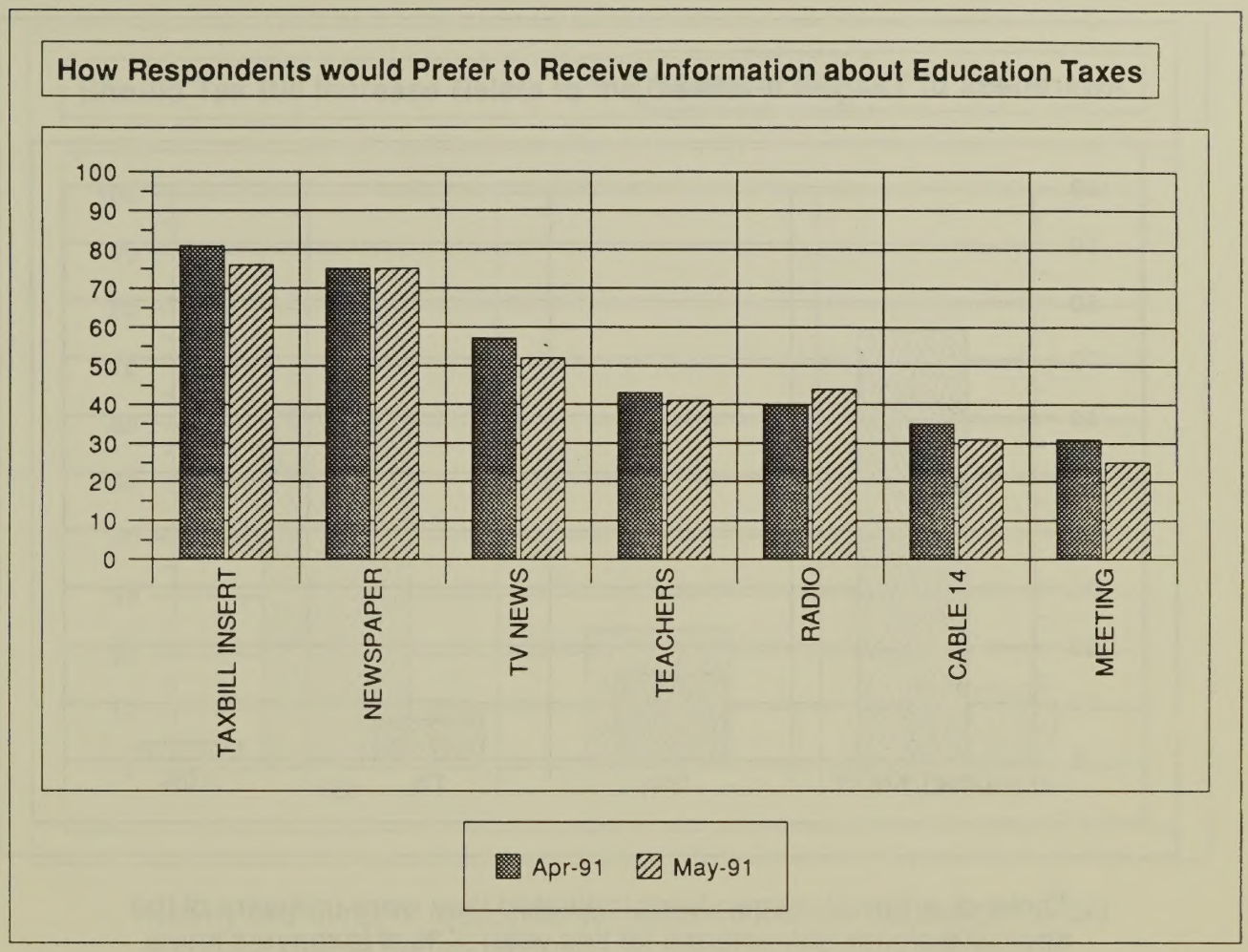
Taxpayers responding in April 1991 were slightly more likely than taxpayers responding in November 1990 and May 1991 to have had an opinion regarding how the Board and its Trustees are doing, spending tax dollars.



The majority of respondents indicated that they had recently obtained information about school taxes from newspaper articles. This appears to reflect those strategies that were directed towards newspapers and city politicians.

Taxpayers responding in May 1991 were slightly more likely than taxpayers responding in April 1991 to have obtained information about school taxes from various media.

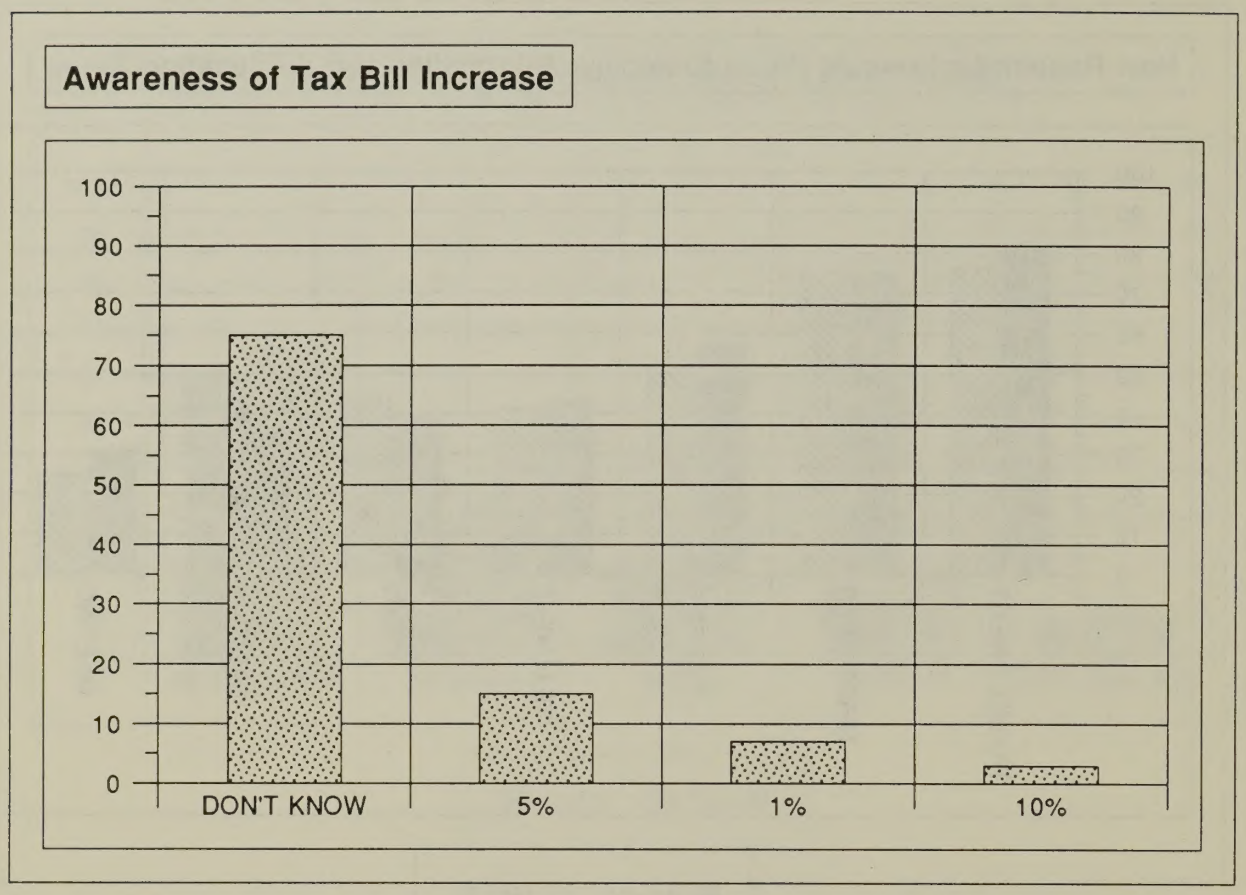
Public information meetings were the least common method for obtaining information about school taxes.



The most popular methods of obtaining information about education were through a taxbill insert explaining education costs and through newspaper articles dealing with education issues.

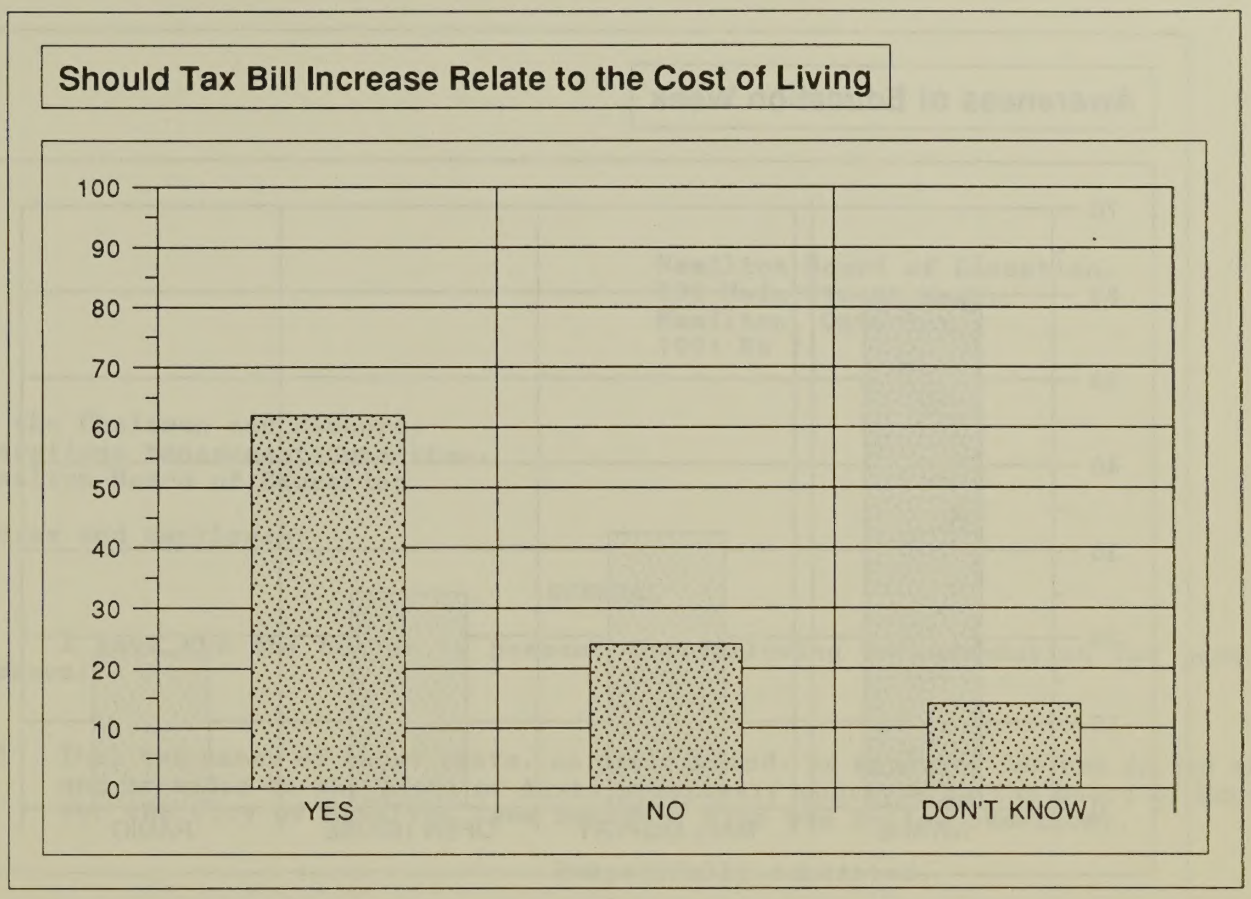
There has been little change from April 1991 to May 1991 in the ways that respondents would prefer to obtain information about education.

The least popular methods of obtaining information about education were through messages on Cable 14 regarding dates of Board meetings and through public information meetings.

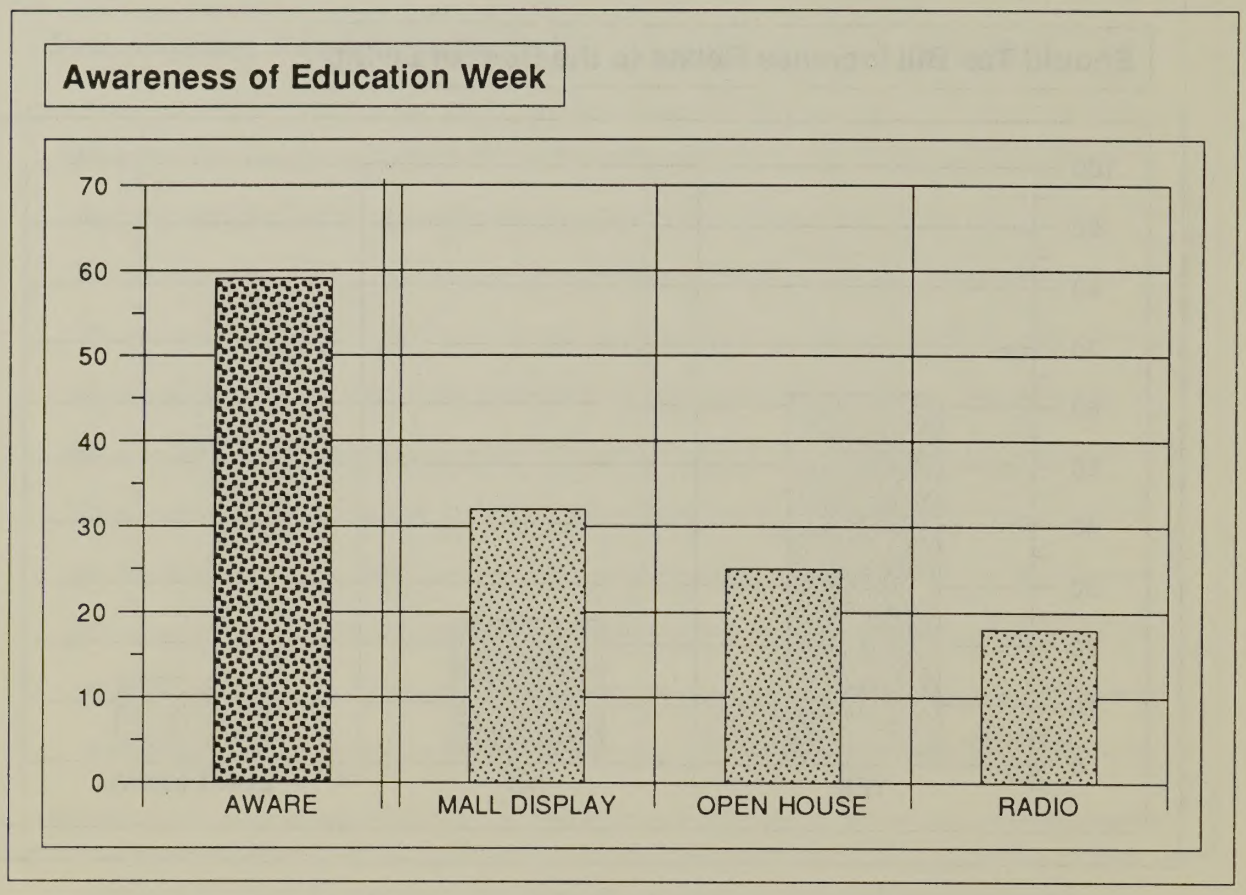


Three-quarters of respondents indicated they were unaware of the approximate tax bill increase for this year. 7 % of taxpayers knew the education tax bill increase was approximately 1 %.

G



Nearly two-thirds of respondents indicated that the education tax bill increase should be related to the increase in the cost of living.



Overall, 59% of respondents indicated they were aware that May 5 - 11 was Education Week, compared with 44% in 1989.

Approximately one-third of taxpayers had seen an Education Week mall display, one-quarter had attended a school open house and slightly less than one-fifth had heard a radio announcement.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 06 11

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

GENERAL

I have the the honour to present the following recommendation for your approval:

(a) That the names of those texts, as distributed, be approved for use in the schools and be added to the lists of texts previously approved by the Board of Education for the City of Hamilton **(see separate blue and yellow packages)**.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario
1991, 06 11

To The Chairperson and Members,
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: Driver Education Quotations - In-Car Portion

Quotations for the in-car portion for the Driver Education program were advertised with a closing date of May 24, 1991.

We received only one quote from Vera's Driving School at a cost of $234.00 per student plus G.S.T. This is an increase of $14.00 over last year's rate.

Vera's Driving School has operated the Driver Education Program (in-car) since 1983.

The attached appendix contains the number of courses, enrolment figures, and financial information for 1990-1991.

Recommendation:

That Vera's Driving School be authorized to provide in-car instruction for the Driver Education Program for the period September 3, 1991 to August 31, 1992, at no cost to the Board.

Prepared by: R. Leedale
Principal, Adult and Continuing Education

Submitted by: D. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

APPENDIX

Courses	Enrolment
July, 1990	14
September - November, 1990	75
January - February, 1991	47
March - April, 1991	83
May - June, 1991	45
	264 students

FINANCES

Grant Income	$11,031.04
Salaries (in-class)	8,057.80
Income in excess of expense	$ 2,973.24

Education Centre
100 Main Street West
Hamilton, Ontario
1991 06 11

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

The report flowing from the working paper of the Adult and Continuing Education Action Team was presented to the May Development Committee. At that time the key recommendations surrounding Summer School were approved (Recommendations Numbers 1, 2, 3, and 4).

Subsequently, a series of recommendations involving Correspondence/Self-Study Credit Programs, Adult Day School Credit Programs and the Fairview Adult Learning Centre was approved at a Special Development Committee meeting on May 9, 1991. (Recommendations Numbers 13, 23, 24 and 32).

In an effort to plan effectively for the remainder of 1991 and the 1992 budget process, there is a need to consider some of the remaining recommendations as soon as possible. To this end, it is recommended that:

> The following recommendations of the Adult and Continuing Education Action Team Report be approved:
> i) General Interest Courses - Recommendations 19, 20, 21 and 22.

The remainder of the recommendations will be dealt with in the fall Development Committee meetings.

Prepared and Submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

GENERAL INTEREST COURSES

The Adult and Continuing Education Department offers a variety of general interest day and evening classes throughout Hamilton. Presently there are 4 day locations and 9 evening locations. *(Appendix B)*

Day	• Allenby	*Evening*	• Sir Winston Churchill
	• Southview		• Delta
	• Vincent Massey		• Glendale
	• Fairview		• Sir John A. MacDonald
			• Scott Park/Parkview
			• Westdale/ Ainslie Wood
			• Barton
			• Hill Park/Crestwood
			• Westmount/Westview/Caledon

There are 3 terms presently	• Fall	- 10 weeks
	• Winter	- 8 weeks
	• Spring	- 8 weeks
The costs vary	3.0 hours	- $51.00 plus G.S.T.
	2.5 hours	- $42.50 plus G.S.T.
	2.0 hours	- $34.00 plus G.S.T.

19) *Recommendation:*

It is expected that the fee structure for General Interest Courses be established on a cost recoverable basis in terms of salaries and instructional supplies and that the number of sessions being offered be reduced from three (3) shorter sessions to two (2) longer ones.

Rationale:

This would bring the General Interest Course costs into line with other Boards of Education and other Organizations in the Hamilton Area offering courses of a similar nature. This Board is fortunate in having such a large number of senior citizens involved in its General Interest Courses; however, the ratio of general public to senior citizens of 4 to 1 has some very distinct cost implications. As a result it is not considered feasible to continue to offer the program at a cost of $10.00 per senior per course.

Certain courses are more demanding in terms of materials costs and equipment use. As a result a premium cost should be established to compensate for the use of the heavy capital equipment in these areas. Further in all courses a material fee charged must cover market prices for materials purchased by the Board so that no loss is incurred.

Implications:

There would be a substantial increase in cost to the public; however, part of what appears to be a dramatic cost increase is reflected in the fact that the courses have been extended by two weeks. The 80 cents per hour increase still leaves this Board's fees below that of other institutions in Hamilton. With increases as identified, all Interest Courses would be cost recoverable. *(See Appendices C to E)*

The change in course length would organize the General Interest Courses into two sessions in a semestered format which is more in keeping with the structure of the credit program. The two, twelve week sessions would be more cost effective in that it would eliminate the third spring session which traditionally has had a significantly smaller enrollment. This would result in savings of an estimated $20,000 due to the reduction in advertising and administrative costs. If the public is aware "up front" that there are only two sessions available in which to complete their project, the course could be organized accordingly.* The total loss to anyone presently taking the full three sessions would be a total of two weeks.

Cost Implicatons: By making the program cost recoverable, the annualized savings would be approximately $200,000.00 with a saving on the 1991 budget of approximately $85,000.00.

Timeline: ***On-going***

Title: Comparing to present 10 wk. session to the proposed 12 wk. session	Present Length	Present Cost Per Hour	Present Cost for 30 Hours	New Length	New Cost Per Hour	New Cost for 36 Hours
General Public (Ham.)	10 weeks (30 hours)	$1.70	$51.00	12 weeks (36 hours)	$2.50	$90.00
Seniors (Hamilton)	10 weeks (30 hours)	$. 33	$10.00	12 weeks (36 hours)	$1.25	$45.00
Non Resident Public	-------	-------	-------	12 weeks (36 hours)	$3.00	$108.00
Non Resident Seniors	-------	-------	-------	12 weeks (36 hours)	$1.50	$54.00
Premium Courses General Public	-------	-------	-------	12 weeks (36 hours)	$3.00	$108.00
Seniors	-------	-------	-------	12 weeks (36 hours)	$1.50	$54.00
Non Resident	-------	-------	-------	12 weeks (36 hours)	$3.50	$126.00
Non Resident Senior	-------	-------	-------	12 weeks (36 hours)	$1.75	$53.00
NOTE: ••G.S.T. not included • where applicable, additional material fees are extra						

20) ***Recommendation:***

The average class size by centre for General Interst Courses be established at sixteen (16) with a minimum class size of twelve (12).

Rationale:

This number would allow a balance of general public and seniors based on a 4 to 1 ratio and make the course cost recoverable.

Implication:
The average class size concept by centre gives the Supervisor the discretion to adjust class sizes while the minimum class size figure assures the cost recoverability of the program.

Cost Implication: None. In keeping with cost recovery definition as outlined in recommendation #19.

Timeline: *Effective, September 1, 1991*

21) *Recommendation:*
The number of evening locations for General Interest Courses be reduced from nine (9) to eight (8) with the closing of the Sir Winston Churchill site.

Rationale:
Given the General Interest enrollment throughout the city the present eight locations with the exception of Sir Winston Churchill are warranted.

Implication:
Those people previously attending Sir Winston Churchill would be able to obtain the same courses in other locations.
Cost Implication: There would be an annualized reduction of approximately $6,600.00, due to reduction in administrative salaries. The reduction in the 1991 budget would be $3,560.00

Timeline: *Effective, September 1, 1991*

22) *Recommendation:*
Additional daytime sites for General Interest Courses be established in the east end of the lower city.
Timeline: *September 15, 1991*

CORRESPONDENCE/SELF-STUDY CREDIT PROGRAM

Students selecting the self-study program are a very diverse group. Some have employment or personal responsibilities which do not allow them to attend a regularly scheduled program. Others have difficulty accepting the structure and the pressure of a "regular" program in large-group settings. Many have an educational background lacking in success, and are seeking the support and the security of a very flexible and "non-traditional" educational environment. Generally, they tend to be an older group--an average of about thirty years, with ages ranging from the teens up to seventy years of age. many of these people face a variety of physical, emotional, social and economic challenges.

The program is based upon students completing the lessons obtained from the Independent Learning Centre of the Ministry (i.e., "correspondence" courses). Courses are offered in a range of subjects including Grade 9-O.A.C. in English and Mathematics, and a variety of Business, History and Science courses. The program is offered in two locations--Southview and McIlwraith Learning Centres--but there is no east-end location. It runs during the day and most evenings and throughout the year (for 46 weeks.). Students are free to attend when they choose, but there is a requirement of 2

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 06 11

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: STRINGS PROGRAM

In the 1990 budget process, the decision was made to operate the Strings Program offered by the Hamilton Board of Education on a user pay basis for the 1990-91 school year. The cost of the program to the student for the 1990-91 school year was $215.

The process of calculating costs and setting fees was a time-consuming and difficult one in the spring of 1990. There was considerable concern on the part of parents and the Strings teachers about the possibility of the program disappearing. Through the commitment of the Strings teachers and fundraising by them, the parents and volunteers, the program has been maintained. There were 415 students in the program. (Approximately 250 less than in 1989.) There have been scores of excellent concerts throughout the year and the teacher of the Westdale String Program has continued to provide enthusiastic support. The teachers have noticed a greater sense of student commitment this year and are optimistic that the program will grow.

RECOMMENDATIONS:

1. That the Hamilton Board of Education Strings Program be continued on a user pay basis.
2. That the fee be $215 (with modifications as shown in the attached flyer) for the 1991-92 school year.
3. That in future, the Program and Finance departments jointly set the fee on a user pay basis.
4. That the program be monitored by the Co-ordinator of Music and be reviewed on a regular basis.

Prepared by: Russ Weil, Co-ordinator of Music

Submitted by: Gail Rappolt, Assistant Superintendent of Program

Approved by: Keith A. Rielly, Director of Education and Secretary

Please return to Strings Teacher

or to School Office by

June 21, 1991

Hamilton Board of Education
Strings Instruction Programme

The Hamilton Board of Education Strings Instruction Programme provides an opportunity for children to **learn to play the violin at school, during Grades 4 through 8,** under competent professional instruction. ALL children attending our schools are eligible for this programme — no testing is done for acceptance.

In May-June every year, Grade 3 children are invited to register for lessons which begin in the fall when they will be in Grade 4.

Children in Grade 4 and up, enrolled in schools in Hamilton, are eligible to participate in string class instruction (ie. violin). Students presently enrolled in the programme are encouraged to continue through to the High School level, since Strings Classes are available in a credit course at Westdale Secondary School in Hamilton.

Programme Structure

In order to continue offering these lessons, there must be an **average of eight pupils per hour.** If an insufficient number of children in one school register, it will be necessary to shorten the length of the lesson or to have students walk to a nearby school to make up a class. **Violin classes are taught in schools at a regular time each week.** Scheduling sometimes makes it necessary to teach violin classes entirely in school time, at noon, or part school time/part free time.

Additional Information

It should be realized that success in playing a stringed instrument depends, to a large degree, upon a regular amount of daily home practice, and upon faithful, punctual attendance with equipment at all lessons.

The following will be included in the non-refundable yearly fee:

- Registration
- Tuition for weekly instruction at school
- Use of proper-sized, well-maintained instruments
- Repertoire group experience and/or Orchestral and Ensemble instruction
- Performance opportunities, including two major concerts per year

If a pupil discontinues lessons, the instrument must be returned with an explanatory note signed by the parent or guardian, and the remaining fees will be forfeited. Repair costs for any damage to the instrument are the responsibility of the pupil — under the guidance of the teacher.

Fees

Although this is a full User-Pay programme, **the Board of Education will continue to lend a violin and provide group lessons for a non-refundable yearly fee of $215.00. Payment may be made in full or in 3 installments payable by post-dated cheque(s) as outlined in the registration form. Your cancelled cheque will be your receipt. Each N.S.F. cheque will be subject to a $25.00 penalty.**

Please complete the registration form, detach and return it with your cheque(s) to the Strings Teacher or to your School Office by June 21, 1991. Prompt return of the forms with cheque(s) will assist us in our organization.

A teacher will contact you to answer any further questions you may have about the programme if you indicate that you would like more information. Teachers will then organize the classes which will begin in September.

Russ Weil, Co-ordinator of Music
527-5092, ext. 338

Hamilton Board of Education Strings Instruction Programme
Registration for 1991-1992

Please Print Clearly

Name of Student: _____

Name of Parent/Guardian: _____

Home Address: _____ Postal Code: _____

Telephones: Home _____ Business _____

School in September _____

Program Year for 1991-92 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐ 4th yr. ☐ 5th yr. ☐

YES ☐ I have read and agree to the terms set forth in this letter. I hereby register my child for 1991-92 and agree to be responsible for the safekeeping of the instrument issued to my child.

MAYBE ☐ I am interested, but would like more information. Please contact me.

NO ☐ I will not register my child for strings classes

Number of children in your family involved in Strings Program:

1 ☐ 2 ☐ 3 ☐ 4 ☐

Payment Option:

A **Early Bird Special: one cheque dated and received by June 28/91 for $200.00** ☐

B One cheque for $215.00 dated and received by Sept. 30/91. ☐

C 3 installments (postdated) and received by Sept.30/91 ☐

	$75.00	Sept.30/91
	$75.00	Oct. 31/91
	$65.00	Nov. 29/91

* Please make **all** cheques payable to the **Hamilton Board of Education.** All forms and/or cheques are to be handed in to the Strings Teacher or to your School Office by June 21/91.

Parent/Guardian Signature _____

Please complete a separate form for each child registered in the programme.

1991 06 11.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
HAMILTON BOARD OF EDUCATION.

LADIES AND GENTLEMEN:

Quotations for Pupil Accident Insurance were received from three companies by our consultants, K.G. Brown Associates Limited.

After a thorough analysis of the quotations, our consultants are recommending that Reliable Life's quotation be accepted.

Under the Education Act, Section 154, Subsection 3 a Board may "provide, by contract with an insurer under the Insurance Act, accident and life insurance for pupils, the cost of which is to be paid on a voluntary basis by the parents or guardians".

Please find attached Reliable Life's proposed Premium Rate Structures for 1991 - 1993. New this year are the Super Plan Plus and the Basic Plan.

Plan 1 has been reduced from $7.50 to $7.00 for one student and from $20.75 to $17.50 for the Family Plan. Premiums for Plans 2, 3 and the Super Plan remain the same as last year.

RECOMMENDATION:

That the Pupil Accident Insurance policy as submitted by Reliable Life Insurance Company for 1991 - 1993 be approved.

Prepared by: Douglas Kelterborn, Manager of Property and Insurance

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

PREMIUM RATE STRUCTURES

PLAN NAME	* COVERAGE	DEATH BENEFIT	DISMEMBERMENT LOSS OF USE	TOTAL AND PERMANENT DISABILITY	FUTURE DENTAL BENEFIT	ONE STUDENT PREMIUM	FAMILY PLAN PREMIUM
* FULL - Every Day, 24 Hours * PARTIAL - School Days, 24 Hours							
INDIVIDUAL STUDENTS 5 YEAR UNLIMITED DENTAL BENEFIT							
SUPER PLAN PLUS	FULL	$10,000	$150,000	$250,000	$750	$23.50	$69.00
SUPER PLAN	FULL	$ 7,500	$150,000	$150,000	$500	$17.50	$48.00
PLAN 3	FULL	$ 5,000	$100,000	$100,000	$500	$13.00	$35.75
PLAN 2	FULL	$ 3,000	$ 75,000	$ 75,000	$500	$10.50	$28.75
PLAN 1	FULL	$ 1,000	$ 50,000	$ 50,000	$500	$ 7.00	$17.50
BASIC PLAN	PARTIAL	$ 1,000	$ 50,000	$ 50,000	$500	$ 2.00	$ 5.50
UNIVERSITY / COLLEGE STUDENT 1 YEAR UNLIMITED DENTAL BENEFIT							
PLAN	FULL	$ 5,000	$100,000	$100,000	N/A	$ 16.00	N/A
TEACHERS / MATURE STUDENTS 1 YEAR UNLIMITED DENTAL BENEFIT							
PLAN	FULL	$ 1,000	N/A	N/A	N/A	$ 7.50	N/A

Education Centre
100 Main Street West
Hamilton, Ontario

1991 06 11

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

INTERIM FINANCIAL STATUS REPORT
Modified Cash Basis
Four Months Ending APRIL 30, 1991

I am pleased to present our first Interim Financial Status Report of The Board of Education for the City of Hamilton.

Prior to reviewing this report, it must be emphasized that it was prepared on a modified cash basis. That is, current year expenditures and revenues are generally shown as they are paid or received. Commitments are included in expenditures.

This report, which is not a substitute for the financial forecast, compares the spending patterns for the first four months of 1991 to 1990.

Our assessment is as follows;

(a) Total expenditures are approximately at the same percentage of the total budgets for both years. However, there are significant favourable spending trends in a few relatively small expenditure accounts as a result of purchase orders being deferred to a later period in the year.

(b) Total Revenues are 32.3% of the current budget versus 27.1% last year, explained principally by increased levy receipts as a result of current instalment payments.

This report will be updated in September (based on July), November (based on September) and December (based on October) with our year-end position reported in early March of 1992.

R E C O M M E N D A T I O N:

THAT the Interim Financial Status Report be received for information.

THAT this report replace the Cash Flow and Short Term Investment reports.

Prepared by: Rod Chisholm, Accounting Supervisor

Submitted by: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED APRIL 30, 1991 & 1990

	1991			1990			Reference
	Budget	April 30	%	Budget	April 30	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	212,576	76,681	36.1	196,531	70,857	36.1	
Travel, Personnel Training, Bursaries	1,303	286	21.9	1,201	388	32.3	Note 1
Books & Supplies	15,985	4,176	26.1	15,831	5,044	31.9	Note 1
Energy Costs	4,838	1,731	35.8	4,641	1,541	33.2	Note 2
Replacement & New Equipment	3,702	70	1.9	1,809	188	10.4	Note 1
Debt Charges	1,490	224	15.0	1,253	230	18.4	
Capital from Current, Repairs, & Permanent Improvements	9,144	2,049	22.4	11,881	2,089	17.6	
Rentals, Fees & Contractual Services	9,312	2,482	26.7	8,031	2,410	30.0	
Tuition Fees	3,383	940	27.8	2,915	926	31.8	
Charge Back of Taxes	1,622	541	33.4	1,625	542	33.4	
Provision for Reserves & Other	2,525	171	6.8	2,368	283	12.0	
TOTAL EXPENDITURES	265,880	89,351	33.6	248,086	84,498	34.1	
REVENUES (000'S):							
Levy for Mill Rate	153,982	54,330	35.3	152,382	42,452	27.9	Note 3
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit), Transfers	10,971	5,425	49.4	6,502	263	4.0	
Provincial Grants	81,716	19,960	24.4	69,443	18,518	26.7	
Other Provincial Revenue	935	522	55.8	567	306	54.0	Note 4
Tuition Fees	15,228	4,871	32.0	15,908	4,863	30.6	
Other Revenue	3,048	647	21.2	3,284	789	24.0	
TOTAL REVENUES	265,880	85,755	32.3	248,086	67,191	27.1	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO INTERIM FINANCIAL STATUS REPORT
FOR THE FOUR MONTHS ENDED APRIL 30, 1991 & 1990

EXPENDITURES

Note 1. Greater restriction placed on expenditure before budget approval -

Personnel Training - $90,000 decrease
Books, Films & Tapes - $237,000 decrease
Supplies & Services - $631,000 decrease
Replacement Equipment - $32,000 decrease
New Equipment - $86,000 decrease

Note 2. Energy Costs - $190,000 increase

- increased fuel consumption due to lower temperatures, 1991 vs. 1990
- 11.6% increase in hydro rate

REVENUES

Note 3. Levy for Mill Rate - $11,878,000 increase

- January to April payments based on previous year; increase in levy from 1989 to 1990

Note 4. Other Provincial Revenue - $216,000 increase

- $155,000 increase in recoverable salaries for staff on loan

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
FOR THE YEARS ENDED DECEMBER 31, 1986 TO 1990

	Actual				
	1986	1987	1988	1989	1990
EXPENDITURES (000's):					
Salaries & Wages, Employee Benefits	137,646	145,642	159,074	175,347	196,095
Travel, Personnel Training, Bursaries	645	673	881	1,090	1,060
Books & Supplies	11,125	11,875	14,721	15,450	15,118
Energy Costs	4,781	4,265	4,271	4,422	4,442
Replacement & New Equipment	2,293	2,345	3,570	3,605	2,955
Debt Charges	2,502	2,295	1,568	1,163	1,253
Capital from Current, Repairs, & Permanent Improvements	4,457	4,142	5,140	10,699	14,700
Rentals, Fees & Contractual Services	4,559	4,880	5,916	7,251	8,161
Tuition Fees	535	1,574	1,810	2,436	2,842
Charge Back of Taxes	1,234	1,244	1,494	1,279	1,956
Provision for Reserves & Other	1,244	3,175	5,465	3,913	3,087
TOTAL EXPENDITURES	171,021	182,110	203,910	226,655	251,669
REVENUES (000'S):					
Levy for Mill Rate	97,977	105,747	115,543	128,453	152,382
Refund of Taxes	5,444	0	545	0	0
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit), Transfers	8,184	7,978	9,018	10,980	6,272
Provincial Grants	52,372	59,024	64,553	67,205	76,446
Other Provincial Revenue	346	352	328	741	915
Tuition Fees	2,700	6,316	10,516	13,242	14,772
Other Revenue	4,577	4,656	5,187	4,668	3,997
TOTAL REVENUES	171,600	184,073	205,690	225,289	254,784

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED 1991 04 30
CAPITAL RESERVES & RETIREMENT GRATUITY RESERVES

CAPITAL RESERVES (000'S)

	Budget 1991	Actual 1991 04 30
Opening Balance	3,677	3,677
Inflows		
Transfer from Revenue - Operating Fund	250	-
Grants	-	-
Site Sales	-	5
Interest Earned	255	136
Property Rentals	163	-
	4,345	3,818
Outflows		
Capital Projects	3,306	614
Closing Balance	1,039	3,204

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1991	Actual 1991 04 30
Opening Balance	$6,730	$6,730
Inflows		
Transfer from Revenue - Operating Fund	1,445	-
Interest Earned	655	234
	8,830	6,964
Outflows		
Gratuities Paid	2,200	215
Closing Balance	$6,630	$6,749

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE FOUR MONTHS ENDED 1991 04 30

	(000'S)
SHORT TERM INVESTMENTS AS AT APRIL 30:	
REVENUE - OPERATING FUND	$1,715
CAPITAL RESERVES	3,965
RETIREMENT GRATUITY RESERVES	6,740
TOTAL PORTFOLIO	$12,420
INTEREST EARNINGS:	
REVENUE - OPERATING FUND	$17
CAPITAL RESERVES	136
RETIREMENT GRATUITY RESERVES	234
TOTAL PORTFOLIO INTEREST EARNED FOR FOUR MONTHS	$387
INTERNAL BORROWING SUMMARY:	
TOTAL INTERNAL BORROWINGS	$20.880
TOTAL INTERNAL REPAYMENTS	20.880
BALANCE @ APRIL 30	$0
INTEREST EXPENSE FOR FOUR MONTHS:	
REVENUE - OPERATING FUND	$56

1991 06 11

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario,

Ladies & Gentlemen:

Re: Renovations - Gibson School (Stage I)

As part of the 1990 Accommodation Report, the Board approved an estimated cost of $401,000 for Stage I and $345,000 for Stage II for the renovation project at Gibson Elementary School. Subsequently, tenders were advertised for Phase I of this project and the following prices were received:

	Base Price Incl. Hdw. Allow.	G.S.T.	Total
Bestco Construction Corp.	$499,584	34,970	534,554
T.R.Hinan Contractors	511,419	35,800	547,219
D.S.Alvey Ltd.	520,000	36,400	556,400
Stoney Creek Gen.Contr.	521,000	36,470	557,470
G.S.Wark Limited	534,000	37,380	571,380
*James Kemp Const.Ltd.	554,000	38,780	592,780
George Fowler Construction	567,000	37,400	604,400

*tender incomplete

The above tenders include the construction of an exterior enclosed masonry exit which was required by the Ontario Fire Marshal and which was not included as part of the original scope of work. The estimated cost of this section of the project is approximately $95,000. This work must be done in order to obtain the necessary approvals and permits.

It is recommended that the hardware allowance of $30,000, the cabinet work at $25,000 and repairs and refinishing of floors at $16,000 be deleted from this phase of the project and included as part of phase II of the project scheduled for 1992.

The Superintendent of Plant, therefore, recommends that the lowest bid in accordance with the specifications be accepted as noted and that a contract be awarded in the amount of $463,554, to Bestco Construction Corp.

Contract.	$463,554
Permit, P.O. Fees, Contingency.	35,000
Estimated Cost of Project	498,554

Recommendation:

(a) That a contract be awarded to Bestco Construction Corp. in the amount of $463,554.

(b) That this project be funded from Capital Reserves in the amount of $498,554.

Prepared and submitted by: R. T. Orlando
Superintendent of Plant.

Approved by K. A. Rielly,
Director of Education & Secretary.

1991 06 11

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario,

Ladies & Gentlemen:

Re: Renovations - Hillcrest School

As part of the 1990 Accommodation Report, the Board approved an estimated cost of $266,000 for the renovation project at Hillcrest Elementary School. Subsequently, tenders were advertised for this project and the following prices were received:

	Base Price	Optional Items	Total
G.S.Wark Limited	$181,000	12,670	193,670
K.G.Baird Gen.Contracting	189,546	13,268	202,814
Bestco Construction Corp.	191,724	13,421	205,145
T.R. Hinan Contractors	192,000	13,440	205,440
Stoney Creek Gen.Contr.	195,800	13,706	209,506
D.S.Alvey Ltd.	197,000	13,800	210,800
George Fowler Construction	214,213	14,888	229,101
Canadian Engineering	217,000	15,190	232,190

The low bidder, G. S. Wark Limited is known to us and has carried out work successfully for the Board in the past.

The Superintendent of Plant, therefore, recommends that the lowest bid in accordance with the specifications be accepted and that a contract be awarded in the amount of $193,670 to G. S. Wark Limited for this work and that funds be provided as noted below:

Contract.	$193,670
Permit, Fees, Contingency, Inspection .	70,000
Estimated Cost of Project	263,670

Recommendation:

(a) That a contract be awarded to G. S. Wark Limited in the amount of $193,670.

(b) That this project be funded from Capital Reserves in the amount of $263,670.

Prepared and submitted by: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education & Secretary.

1991 06 11

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario,

Ladies & Gentlemen:

Re: Renovations - Memorial School

As part of the 1990 Accommodation Report, the Board approved an estimated cost of $572,000 for renovations to Memorial School. Subsequently, tenders were advertised for this project and the following prices were received:

	Total Tender	Includes G.S.T. of	Includes Allowances of
D. S. Alvey Ltd.	591,500	38,500	40,000
Stoney Creek General Cont.	594,000	38,860	40,000
T. R. Hinan Contractors	603,950	39,510	40,000
G. S. Wark Limited	615,250	40,250	40,000
Bestco Construction Corp.	622,000	39,500	40,000
Bevco Homes Ltd.	638,107	41,745	40,000

The total tendered prices submitted for this work include provision for the G.S.T. and provisional allowances in the amounts noted. Provisional allowances provided for additional tackboard, millwork and finials repairs not in the original scope of work.

The Superintendent of Plant therefore, recommends that the lowest bid in accordance with the specifications be accepted without inclusion of the provisional allowances and that a contract be awarded to D. S. Alvey in the amount of $551,500 for this work and that funds be provided as noted below.

Contract (including G.S.T.).	$551,500
Permit, Fees, Contingency.	90,000
Estimated Cost of Project.	$641,500

Recommendation:

(a) That a contract be awarded to D. S. Alvey Ltd. in the amount of $551,500

(b) That this project be funded from Capital reserves in the amount of $641,500.

Prepared and submitted by: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education & Secretary.

THE CORPORATION OF THE CITY OF HAMILTON
City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

1991 May 28

Mr. Keith Reilly
Director of Education and Secretary
Hamilton Board of Education
100 Main Street West
HAMILTON, Ontario L8P 1H6

Dear Mr. Reilly:

Subject: Proposed Tennis Court Site - Chedoke School

Further to our conversation on Monday, May 27th, I appreciate your co-operation and interest with our proposed tennis court installation at Chedoke School. I met with Mr. George Willett, School Principal and Doug Booth, Vice-Principal on Tuesday, May 28th, 1991.

Mr. Willett was, as yourself, very co-operative and interested in the possibility of a tennis court installation. Mr. Willett and myself agreed to the proposed location being the east side of the school property immediately south and almost adjoining the swimming pool. Mr. Willett gave me an alternate location on the northwest side of the school property. Keith, for your information, the cost of installing two asphalt tennis courts, 120' x 108', with a 12' fence would be approximately $32,000.00.

As you are aware, this is a proposal which will require a Public Meeting followed by Council's approval. I therefore request your authorization to begin this process.

I feel the installation of tennis courts at Chedoke School would increase the value of your Physical Education Program as well as the recreational needs in the community.

Your attention to this and your co-operation is very much appreciated. I hope to hear from you soon.

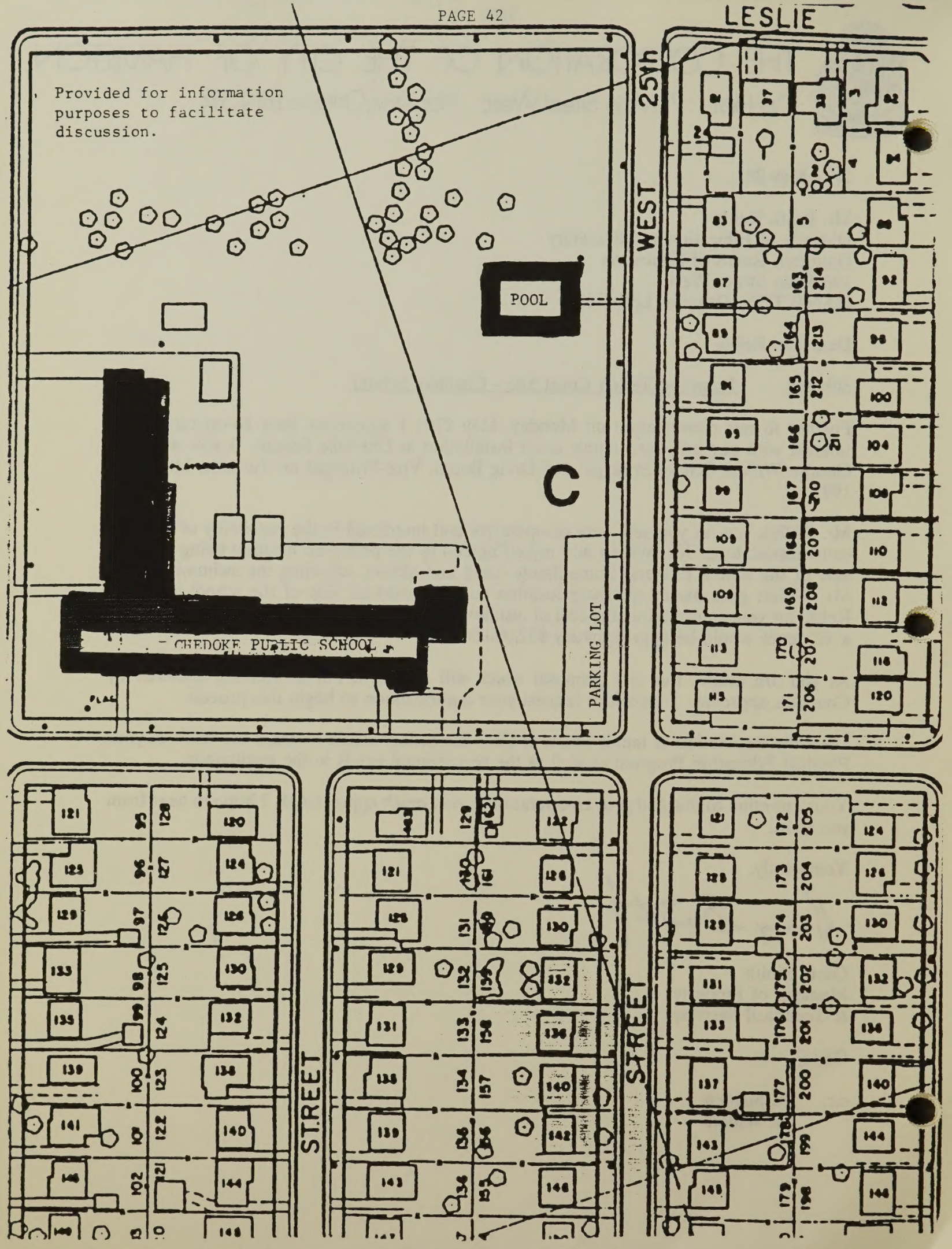
Yours truly,

Garry Smith

Garry Smith
Manager of Property
& Technical Services

GS/dj

c.c. R. Sugden
G. Willett


Provided for information purposes to facilitate discussion.
POOL
C
CHEDOKE PUBLIC SCHOOL
PARKING LOT
LESLIE
25th
WEST
STREET
STREET

REPORT OF THE TRANSPORTATION COMMITTEE

Present: M. Lowe (Chairman); Trustees Baskin and Cunningham.

Also Present: Trustees Bishop and Paquin.

Officials Present:
K. A. Rielly, Director of Education and Secretary
P. Shewfelt, Superintendent of Finance and Treasurer
G. Rutledge, Controller
S. Wilson, Transportation Supervisor

The Committee recommends:

GENERAL

1. That the report regarding Bus Passes - Secondary School Students, be received for information.

2. That the Transportation Policy, as amended, be approved.

Respectfully submitted,

M. LOWE,
Chairman

Committee Room,
1991 05 28

TRANSPORTATION POLICY

PREAMBLE

The Board recognizes that it is the responsibility of parents/guardians to send students to schools. At the same time the Board recognizes that it has a responsibility to support parents/guardians in their endeavors. In some cases distance, traffic and safety conditions, age of students, and students with identified physical disabilities and/or deemed exceptional may allow the Board to exercise the permissive legislation to provide transportation to and from school for its resident day school students. In most instances, transportation is not to be considered a right, but a privilege. As such, it may be withdrawn at any time if a student's inappropriate behaviour is detrimental to himself/herself or to the safety or well being of others and to the operation of the school vehicle.

AUTHORITY

Education Act: Section 166 - Transportation
"A board may provide for....."

Section 17 - 48 - School Attendance.
Section 20 - Compulsory Attendance.
"A child is excused from attendance at school if - Section 20 (2) (c) transportation is not provided by a board and there is no school that he has the right to attend situated.....

Grade/Level	Age	Distance
JK	4	1.6 km if under 7
SK	5	
1	6	
2	7	3.2 km if 7 years
3	8	of age and under
4	9	10
5	10	
6	11	
7	12	4.8 km if 10 or older
8	13	
+	+	

Ontario Regulation 262, section 23 (1,2,3,&4)

Section 23 (1)(b): "A pupil shall exercise self-discipline"
Section 23 (4)(c): "Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends while travelling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board"

POLICY STATEMENTS

1. Eligibility for transportation is according to policy.

2. Student transportation, not provided for within this policy, may be provided upon approval of the Office of the Director and Superintendent of Finance and Treasurer.

3. Every effort will be made to establish routes in order that students will not spend more than one hour in transit each way on Board-provided transportation.

4. Pick up points for transporting students to school will be utilized wherever practical having due regard for safety.

5. (a) Transportation will be arranged in conjunction with the student's instructional time.

   (b) Every attempt will be made to ensure no student shall be picked up later than fifteen (15) minutes after regular dismissal unless there are extenuating circumstances.

6. (a) The Board considers the safety of students to be of paramount importance and will take all reasonable precautions to ensure that vehicles transporting students are operated and maintained in accordance with the Highway Traffic Act, the Public Vehicle Act and this policy.

   (b) The design and operation of the transportation system shall endorse the objectives of safety, efficiency and economy while at the same time maximize our entitlement to applicable provincial grants.

7. Students will be accommodated according to the safe capacity of the vehicle.

GLOSSARY OF TERMS IN CONNECTION WITH TRANSPORTATION POLICY

1. Attendance Area - is the residential area from which the students are assigned to a school for their education.

2. Community School - is the school that the student would attend within the designated attendance area.

3. Mode of Transportation - recognizes the most normalized, best suited to the individual student's needs and the least costly.

4. Optional Attendance - permits a student to attend a school outside the attendance area providing staff and space are available. No transportation is provided.

5. Pick-up Point - is that designated point where the student boards the bus for transportation to school or exits from the bus on the way home from school. The pick-up point will be determined by the Transportation Department in consultation with the school principal.

6. Transportation Report is an annual report submitted to the appropriate committee.

7. Unusual Traffic Conditions - exist where in the opinion of the Principal and Supervisor of Transportation in consultation with the police and appropriate municipal officials, the student would face traffic conditions which would endanger the safety of the student.

8. Walking Distance - is the shortest, safe walking route measured along sidewalks, roadways and paved pedestrian walkways from school property line to home property line.

TRANSPORTATION POLICY PRIMARY/JUNIOR

Students eligible for transportation will be provided with a mode of transportation that is the most normalized, best suited to the individual student's needs and the least costly. Need will be determined by the Principal and the Supervisor of Transportation. Appropriate transportation will be in the form of school bus, taxi/van or public transit tickets.

HOME TO SCHOOL

A. Primary/Junior

1. Students who live in excess of 1.6km from the designated school will receive transportation based on the following criteria:

   a) enrolled at a Primary/Junior School as designated by this Board (excluding French Immersion)

   or

   b) enrolled at a school other than the community school due to an I.P.R.C. placement

   or

   c) for safety reasons to be determined by the Principal and the Supervisor of Transportation

2. Transportation will be provided on either a short or long term basis for a student with a physical disability. All requests will require medical evidence prior to the commencement of service. The time period will be specified at the commencement.

3. Transportation for special circumstance may be approved on a short-term basis. Such requests to be determined by the Superintendent of Schools, Principal and Supervisor of Transportation.

4. No transportation will be provided for those students, who by choice, attend a school other than their community school area.

5. Student eligibility is from the home address only. Junior and Senior Kindergarten students will not be transported outside the attendance area of the school.

TRANSPORTATION POLICY MIDDLE SCHOOL

Students eligible for transportation will be provided with a mode of transportation that is the most normalized, best suited to the individual student's needs and the least costly. Need will be determined by the Principal and the Supervisor of Transportation. Appropriate transportation will be in the form of school bus, taxi/van or public transit tickets.

B. MIDDLE SCHOOL

1. Students who live in excess of 2.4 km from the designated school will receive transportation based on the following criteria:

   a) enrolled at a Middle School as designated by this Board (excluding French Immersion)

   or

   b) enrolled at a school other than the community school due to an I.P.R.C. placement

   or

   c) for safety reasons to be determined by the Principal and the Supervisor of Transportation

   or

   d) enrolled at an alternative education school

2. Transportation will be provided on either a short or long term basis for a student with a physical disability. All requests will require medical evidence prior to the commencement of service. The time period will be specified at the commencement.

3. Transportation for special circumstance may be approved on a short-term basis. Such requests to be determined by the Superintendent of Schools, Principal and Supervisor of Transportation.

4. No Transportation will be provided for those students, who by choice, attend a school other than their community school.

ELEMENTARY SCHOOL TO SCHOOL TRANSPORTATION

Transportation arrangements are made by the Transportation Department upon receipt of the schedule of trips from the schools.

Primary and Junior School students enrolled in English as a Second Language Program and living in excess of 1.6 km from the school, will receive the mode of transportation that is the most normalized, best suited to the individual student's needs and the least costly.

Middle School students enrolled in English as a Second Language Program and living in excess of 2.4 km from the school, will receive the mode of transportation that is the most normalized, best suited to the individual student's needs and the least costly.

OTHER ELEMENTARY TRIPS

All other trips are the responsibility of the appropriate department.
eg. Outdoor Education

TRANSPORTATION POLICY SECONDARY SCHOOL

Students eligible for transportation will receive public transit tickets unless individual circumstances warrent another mode of transportation. Individual circumstance must be approved by the Principal and the Supervisor of Transportation.

HOME TO SCHOOL

1. Students who live in excess of 3.2 km from the school will receive transportation based on the following criteria:

   a) enrolled at a Secondary (Vocational) School
   or

   b) enrolled at a Secondary (Composite) School due to I.P.R.C. placement or enrolled in the basic level programme
   or

   c) enrolled at G. P. Vanier Secondary (Composite) School
   or

   d) enrolled at an Alternative Education School

2. Transportation will be provided on either a short or long term basis for a student with a physical disability. All requests will require medical evidence prior to the commencement of service. The time period will be specified at the commencement.

3. Where a student is enrolled at a school for programme, location or choice the student/parent is responsible for transportation.

SECONDARY SCHOOL TO SCHOOL TRANSPORTATION

With the approval of the Principal and Co-op monitor, public transit tickets will be issued to students not receiving an honourarium and participating in the Co-op Programme within city limits. Individual circumstances may warrant another mode of transportation.

Students enrolled in English as a Second Language Program and living in excess of 3.2 km. from the school, will receive public transit tickets.

Students on SALEP will be considered for public transit tickets.

TRANSPORTATION POLICY TRAINABLE RETARDED

Students will be provided with a mode of transportation that is most normalized, best suited to the individual student's needs and the least costly. Need will be determined by the Principal and the Supervisor of Transportation. Appropriate transportation will be in the form of school bus, taxi/van or public transit tickets.

HOME TO SCHOOL

Students enrolled at an Elementary or a Secondary School are eligible.

SCHOOL TO SCHOOL

Arrangement will be made by the Transportation Department upon receipt of the approved trip sheet.

A minimum notice of one week is required.

OTHER TRIPS

A trip beyond the realm of community based curriculum, may be arranged on a cost sharing basis.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: J. Bishop (Chairman Pro-Tem); Trustees Baskin and Patenaude Barker, Mesdames Dalziel, Howard, Mazza, Oommen, Riis-Culver, Schram and Trott; Drs. Newberry and Toby.

Also Present: A. Mutart (Hamilton Teachers' Federation), A. Kunc (Hamilton Principals' Association), T. Fulton (Hamilton Secondary School Principals' Council) and Representatives from the Program Review Action Teams.

Officials Present: D. Skidmore (Superintendent of Program), R. Adams, (Coordinator of Special Education).

The Committee recommends:

GENERAL

1. That the Provision of Special Education Programs and Special Educations Services, Eighth Annual Review, 1990 - 1991, be approved for submission to the Ministry.

Respectfully submitted,

J. BISHOP,
Chairman (Pro-Tem)

Lower Auditorium,
1991 05 15

(Copy of "Provision of Special Education Programs and Special Education Services, Eighth Annual Review" previously distributed)

REPORT OF THE COMMITTEE TO STUDY THE BUDGET REVIEW PROCESS

Present: W. Hicks (Chairman); Trustees Desmarais, Hill, Penner and Cunningham.

Also Present: Trustees Bishop, Johnston, McWhinnie and R. Stewart.

Officials Present:
K. A. Rielly, Director of Education and Secretary
P. Shewfelt, Superintendent of Finance and Treasurer
D. Skidmore, Superintendent of Program
B. Sinclair, Superintendent of Human Resources
R. Orlando, Superintendent of Plant
R. Kawai, Superintendent of Information Management Services
G. Rutledge, Controller
L. Veerman, Budget Manager
J. Friesen, Budget Analyst
N. Forster, Information Officer

The Committee recommends:

GENERAL

1. That the following motion, made by Trustee McWhinnie at the November, 1990 meeting of the Operations Management Committee, be referred to the Integrated Information Services Steering Committee:

> "That an update from Senior Management be received at the December Operations Management Committee meeting detailing a plan for development and implementation of an improved financial information system, providing for accurate, timely, responsive and meaningful financial management reporting for use by trustees, management and appropriate staff."

2. That the first draft of the 1992 Proforma Budget be amended to reflect a targeted increase of 6 percent on the average $5,000 Assessment.

Respectfully submitted,

W. HICKS,
Chairman

Committee Room,
1991 06 05

Education Centre,
100 Main Street West.
Hamilton, Ontario,
1991 06 05.

To the Chairman and Members,
Committee To Study The Budget Review Process
Hamilton Board of Education.

Ladies and Gentlemen:

The 1992 Proforma Budget is a projection of expenditures and revenues based on the 1991 Budget, historical trends, an inflation rate of 5% and management's assumptions of future events. The Proforma Budget has been developed based on system-wide input and has been discussed and reviewed by Senior Management. Information considered in the preparation of the Proforma Budget is as follows:

- projected salary and enrolment increases
- pay equity adjustments
- increases in statutory and negotiated benefits
- recommendations from the Accommodation Report
- debenture issues
- Ministry initiatives

The Proforma Budget is not assembled on precise data that is included in the annual budget and it is difficult to assess the margin of error that may be associated with this projection because of the number of unknowns at this time.

Recommendation:

That the 1992 Proforma Budget be considered by the Committee to Study the Budget Review Process to enable the Trustees and Senior Management to collaborate in the development of the 1992 Budget Guidelines and the process to achieve those guidelines prior to presentation to the Operations Management Committee.

Prepared by: Lucy Veerman, Budget Manager

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

Cover Sheet to the Original Package

Please note pages 1 and 3 have been revised.

Revised

1

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SUMMARY OF 1992 PROFORMA BUDGET

EXPENDITURES	1991 $'000	%	1992 $'000	%	INCREASE $'000	%
Salaries & Wages, Employee Benefits	212,576	79.9%	231,542	79.9%	18,966	8.9%
Travel, Personnel Training & Bursaries	1,303	0.5%	1,398	0.5%	95	7.3%
Books, Energy, Repairs & Supplies	25,791	9.7%	27,585	9.5%	1,794	7.0%
Replacement & New Equipment	3,702	1.4%	3,910	1.3%	208	5.6%
Debt Charges	1,490	0.6%	2,330	0.8%	840	56.4%
Capital From Current & Perm. Improvements	4,176	1.6%	4,597	1.6%	421	10.1%
Rentals, Fees & Contractual Services	9,312	3.5%	9,926	3.4%	615	6.6%
Transfers to Other Boards, Other	7,530	2.8%	8,423	2.9%	892	11.9%
	265,880	100.0%	289,711	100.0%	23,831	9.0%
Adjustments to be determined			(12,000)		(12,000)	(4.5%)
Total Expenditure Budget			277,711		11,831	4.5%
REVENUES						
Levy for Mill Rate	153,982	58.0%	163,326	58.8%	9,344	6.1%
Suppl. Taxes, T. & T., P. I.L., Surplus & Trfs.	10,971	4.1%	7,588	2.7%	(3,383)	(30.8%)
Provincial Grants	81,716	30.7%	87,436	31.5%	5,720	7.0%
Other Revenue	19,211	7.2%	19,361	7.0%	151	0.8%
Total Revenue Budget	265,880	100.0%	277,711	100.0%	11,831	4.5%
LEVY						
Board of Education Levy (as above)	153,982		163,326		9,344	6.1%
Additional Levy by City re prior year short-fall of tax collection	530		530		0	0.0%
Total Levy	154,512		163,856		9,344	6.0%
RESIDENTIAL MILL RATES						
Education	177.79		188.54		10.75	6.0%
City	98.67					
Region	99.63					
Total Mill Rate	376.09					
TAXES ON AVERAGE $5,000 ASSESSMENT						
Education	$888.93		$942.70		$53.77	6.0%
City	493.33					
Region	498.16					
Total Taxes on Average $5,000 Assessment	$1,880.42					

1991 06 11

2

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
1992 PROFORMA BUDGET
CONSOLIDATED EXPENDITURES

ECONOMIC CLASSIFICATION	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%
1 Salaries & Wages	$179,948,050	179,141,471	193,679,782	7.6%	210,000,000	16,320,218	8.4%
2 Employee Benefits	16,583,076	16,953,862	18,896,185	13.9%	21,542,000	2,645,815	14.0%
3 Travel Expense	275,135	320,431	333,149	21.1%	379,800	46,651	14.0%
4 Personnel Training	818,878	638,340	856,541	4.6%	899,400	42,859	5.0%
5 Bursaries & Student Aid	107,110	101,541	113,250	5.7%	118,900	5,650	5.0%
6 Books, Films & Software	4,090,951	3,856,481	3,897,132	(4.7%)	4,097,700	200,568	5.1%
7 Energy Costs	4,641,000	4,442,433	4,838,475	4.3%	5,130,000	291,525	6.0%
8 Repairs Bldgs. & Grounds	4,521,251	4,839,811	4,968,142	9.9%	5,726,000	757,858	15.3%
9 Supplies & Services	11,740,282	11,262,377	12,087,305	3.0%	12,631,200	543,895	4.5%
10 Replacement Equipment	104,115	96,586	267,983	157.4%	281,400	13,417	5.0%
11 Debt Charges	1,253,026	1,253,026	1,490,024	18.9%	2,330,000	839,976	56.4%
12 New Equipment	1,704,731	2,858,463	3,434,447	101.5%	3,628,800	194,353	5.7%
13 Capital from Current	6,372,500	8,937,017	3,405,315	(46.6%)	3,688,400	283,085	8.3%
14 Permanent Improvements	987,110	922,790	770,501	(21.9%)	908,300	137,799	17.9%
15 Rentals	2,022,694	2,227,182	2,324,710	14.9%	2,492,400	167,690	7.2%
16 Fees & Contractuals	6,007,529	5,933,584	6,986,794	16.3%	7,433,700	446,906	6.4%
17 Tuition Fees	2,914,670	2,842,386	3,382,910	16.1%	3,722,900	339,990	10.1%
18 Working Capital	250,000	250,000	50,000	(80.0%)	250,000	200,000	400.0%
19 Charge Back of Taxes	1,625,189	1,955,944	1,622,131	(0.2%)	1,901,100	278,969	17.2%
20 Other Expense	2,118,282	2,836,049	2,475,118	16.8%	2,548,500	73,382	3.0%
TOTAL OPERATING EXPENDITURES	$248,085,579	251,669,774	265,879,894	7.2%	289,710,500	23,830,606	9.0%

1991 06 11

3

Revised

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
1992 PROFORMA BUDGET
CONSOLIDATED REVENUES

REVENUE CLASSIFICATION	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Local Taxation:								
Levy	$152,381,933	152,381,933	153,982,118	1.1%	163,326,300	9,344,182	6.1%	(1)
Supps., T&T,P.I.L.,Sur/Def,Trfs.	6,502,551	6,272,174	10,971,274	68.7%	7,587,500	(3,383,774)	(30.8%)	(2)
Government of Ontario:								
General Legislative Grants	69,442,947	76,446,243	81,716,110	17.7%	87,436,200	5,720,090	7.0%	(3)
Other Provincial Revenue	567,317	915,051	935,629	64.9%	1,014,100	78,471	8.4%	(4)
Tuition Fees	15,907,941	14,772,331	15,227,765	(4.3%)	15,431,000	203,235	1.3%	(5)
Recoverable Transportation Exp.	62,500	64,423	60,000	(4.0%)	68,000	8,000	13.3%	
Rental Revenue	796,160	891,729	820,208	3.0%	717,700	(102,508)	(12.5%)	(6)
Capital Recoveries	46,000	843,836	47,000	2.2%	57,000	10,000	21.3%	(7)
Other Revenue	2,378,230	2,196,927	2,119,790	(10.9%)	2,072,700	(47,090)	(2.2%)	(8)
TOTAL REVENUE	$248,085,579	254,784,647	265,879,894	7.2%	277,710,500	11,830,606	4.5%	

(1) Estimated levy required for 1992

(2) Supplementary Taxes, Payments in Lieu and Telephone & Telegraph based on a 5 year average increase
No surplus/deficit estimated for 1991

(3) Estimated increase of 7% based on an average 8 year average annual increase

(4) Estimated consumer price index increase of 5% and anticipated increase in recoverable salaries for staff on loan

(5) Estimated fee increase of 5% partially offset by decrease in Secondary enrolment

(6) Highview school being vacated to accomodate September 1992 reopening

(7) Based on Insurance Claims experience

(8) Anticipated decrease in investment interest and recoverable salaries for staff on loan

1991 06 11

PAGE 58

IN-CAMERA INFORMATION

IN-CAMERA INFORMATION

6

1992 PROFORMA BUDGET
LINE 3 - TRAVEL EXPENSE
LINE 4 - PERSONNEL TRAINING
LINE 5 - BURSARIES & STUDENT AID

	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
TRAVEL EXPENSE	$275,135	320,431	333,149	21.1%	379,800	46,651	14.0%	(1)
PERSONNEL TRAINING	$818,878	638,340	856,541	4.6%	899,400	42,859	5.0%	(2)
BURSARIES & STUDENT AID	$107,110	101,541	113,250	5.7%	118,900	5,650	5.0%	(2)

(1) Based on estimates from Human Resources Department assuming current board practice of paying travel allowances

(2) Reflects estimated consumer price index increase of 5%

1991 06 11

1

1992 PROFORMA BUDGET
LINE 6 - BOOKS, FILMS & SOFTWARE

BOOKS, FILMS & SOFTWARE	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Instructional	$3,676,177	3,475,417	3,448,670	(6.2%)	3,621,100	172,430	5.0%	(1)
Non-Instructional	414,774	381,064	448,462	8.1%	476,600	28,138	6.3%	(2)
TOTAL BOOKS, FILMS & SOFTWARE	$4,090,951	3,856,481	3,897,132	(4.7%)	4,097,700	200,568	5.1%	

(1) Reflects estimated consumer price index increase of 5%

(2) Reflects estimated consumer price index increase of 5% plus additional requests for computer software

1991 06 11

8

1992 PROFORMA BUDGET
LINE 7 - ENERGY

ENERGY	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Fuel Oil	$21,000	18,601	19,200	(8.6%)	20,000	800	4.2%	(1)
Hydro	2,600,000	2,575,758	2,738,650	5.3%	2,903,000	164,350	6.0%	(1)
Natural Gas	2,000,000	1,816,639	2,050,625	2.5%	2,175,000	124,375	6.1%	(1)
Gasoline/Propane	20,000	31,435	30,000	50.0%	32,000	2,000	6.7%	(1)
TOTAL ENERGY	$4,641,000	4,442,433	4,838,475	4.3%	5,130,000	291,525	6.0%	

(1) Increases as anticipated by Plant Department

1991 06 11

9

1992 PROFORMA
LINE 8 - REPAIRS, BUILDINGS & GROUNDS

REPAIRS BUILDINGS & GROUNDS	1990 BUDGET	1990 ACTUALS	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Repairs, Buildings & Grounds	$3,352,451	3,609,166	3,556,441	6.1%	3,805,400	248,959	7.0%	(1)
Roof Repairs	738,000	791,773	755,000	2.3%	880,000	125,000	16.6%	(2)
Painting Program	330,800	327,030	556,701	68.3%	815,600	258,899	46.5%	(2)
Masonry Program	0	0	0	0.0%	100,000	100,000	100.0%	(2)
Occupational Health & Safety	100,000	111,842	100,000	0.0%	125,000	25,000	25.0%	(3)
TOTAL REPAIRS, BLDGS. & GROUNDS	$4,521,251	4,839,811	4,968,142	9.9%	5,726,000	757,858	15.3%	

(1) Estimated consumer price index increase of 5% plus 2% for aging

(2) Amounts from 1991 Accomodation Report

(3) Based on need and no increase included in the 1991 budget

1991 06 11

10

1992 PROFORMA BUDGET
LINE 9 - SUPPLIES & SERVICES

SUPPLIES & SERVICES	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Advertising	$201,910	185,058	191,571	(5.1%)	201,200	9,629	5.0%	
Bank Charges	400	1,738	1,000	150.0%	1,000	0	0.0%	
Board Committee Mtgs.	10,000	11,392	20,000	100.0%	21,000	1,000	5.0%	
Board Minutes	21,000	17,352	22,000	4.8%	23,100	1,100	5.0%	
Bus Tickets	17,200	13,068	10,600	(38.4%)	10,000	(600)	(5.7%)	
Cafeteria Supplies	2,560	1,529	2,400	(6.3%)	2,500	100	4.2%	
Caretaking Supplies	742,565	718,229	821,123	10.6%	870,700	49,577	6.0%	
Cartage	469,500	459,883	416,680	(11.3%)	432,800	16,120	3.9%	
Cleaning Services	284,081	284,547	297,992	4.9%	316,000	18,008	6.0%	
Commencement Exercises	12,315	12,357	12,269	(0.4%)	12,300	31	0.3%	
Custom Brokerage	3,500	7,612	0	(100.0%)	0	0	0.0%	
Field Trips	126,425	113,503	134,387	6.3%	141,100	6,713	5.0%	
Garbage Collection	230,200	256,330	364,300	58.3%	365,500	1,200	0.3%	
General Supplies	930,507	837,422	869,121	(6.6%)	912,600	43,479	5.0%	
Instructional Supplies	5,579,494	5,230,422	5,745,077	3.0%	6,043,400	298,323	5.2%	
Other Supplies & Services	11,000	7,371	0	(100.0%)	3,000	3,000	0.0%	
Parking Charges	7,000	9,962	10,000	42.9%	10,500	500	5.0%	
Pest Control	8,200	11,299	10,700	30.5%	11,500	800	7.5%	
Postage	147,414	146,316	151,140	2.5%	158,700	7,560	5.0%	
Printing	744,157	590,527	745,078	0.1%	745,000	(78)	0.0%	
Recoverable Expenses	59,533	69,154	105,415	77.1%	80,100	(25,315)	(24.0%)	
Recruitment of Staff	35,000	46,196	28,000	(20.0%)	35,000	7,000	25.0%	
Repair Furn. & Equip.	903,075	869,340	924,452	2.4%	971,100	46,648	5.0%	
Repair Motor Vehichle	54,000	74,728	52,500	(2.8%)	56,000	3,500	6.7%	
Snow Removal	71,650	111,839	91,150	27.2%	87,000	(4,150)	(4.6%)	
Surveillance - Telephone	25,448	77	11,198	(56.0%)	11,800	602	5.4%	
Telephone & Tele.	689,575	677,402	671,600	(2.6%)	705,200	33,600	5.0%	
Temp. Asst. Inv.	295,573	304,852	256,652	(13.2%)	271,800	15,148	5.9%	
Water-Sewage	368,600	422,474	410,950	11.5%	435,600	24,650	6.0%	
Window Cleaning	18,500	21,463	19,500	5.4%	20,700	1,200	6.2%	
Supply Charge Outs	(330,100)	(251,065)	(309,550)	(6.2%)	(325,000)	(15,450)	5.0%	
TOTAL SUPPLIES & SERVICES	$11,740,282	11,262,377	12,087,305	3.0%	12,631,200	543,895	4.5%	

1991 06 11

11

1992 PROFORMA BUDGET
LINE 10 - REPLACEMENT EQUIPMENT
LINE 12 - NEW EQUIPMENT

REPLACEMENT & NEW EQUIP.	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Replacement & New Equipment	$503,035	481,159	1,778,073	253.5%	2,117,000	338,927	19.1%	(1)
Instructional Microcomputers	1,089,311	1,492,655 *	1,145,357	5.1%	1,202,600	57,243	5.0%	(2)
Technological Studies	216,500	981,235 *	779,000	259.8%	590,600	(188,400)	(24.2%)	(3)
TOTAL REPL. & NEW EQUIP.	$1,808,846	2,955,049	3,702,430	104.7%	3,910,200	207,770	5.6%	

* additional expenditures offset by Provincial Grants

(1) Estimated consumer price index increase of 5% and computer upgrade

(2) Estimated consumer price index increase of 5%

(3) 1991 Technical Renewal Budget plus estimated consumer price index increase of 5%.
1991 was final year of 5 year Technical Plan

1991 06 11

1992 PROFORMA BUDGET
LINE 11 - DEBT CHARGES

	Principal Outstanding 1991 12 31	1992 Debt Charges			Principal Outstanding 1992 12 31
		Principal	Interest	Total	
Elementary Panel	$14,473,640	866,781	1,463,219	2,330,000	13,606,859
Secondary Panel	0	0	0	0	0
	$14,473,640	866,781	1,463,219	2,330,000	13,606,859

Project	By-law Number	Original Debt	O/S Debt 1991 12 31	Rate of Interest	
Bell Cairn Memorial *	72-E1-7	$707,000	$4,723	7.25	
Cecil B. Stirling	77-E1-11	650,000	105,976	9.25	
Hess Street	74-E1-9	1,037,000	94,916	7.50	
Lake Avenue	75-E1-10	583,000	70,579	9.25	
R. A. Riddell	72-E2-8	385,000	11,703	7.50	
R.A. Riddell-Addition 1	78-E1-12	355,000	62,143	9.50	
Sir Wilfrid Laurier	89-E1-14	3,371,000	2,921,600	10.25	
A.M. Cunningham	91-E1-15	791,000	791,000	9.75	**
Elizabeth Bagshaw	91-E1-15	2,394,000	2,394,000	9.75	**
Gordon Price	91-E1-15	2,570,000	2,570,000	9.75	**
Helen Detwiler	91-E1-15	3,287,000	3,287,000	9.75	**
James Macdonald	91-E1-15	837,000	837,000	9.75	**
R.A. Riddell-Addition 3	91-E1-15	1,323,000	1,323,000	9.75	**
		$18,290,000	$14,473,640		

*School Sold March 31, 1989

**Estimated interest rate of 9.75% per verbal confirmation from the Regional Municipality of Hamilton-Wentworth. Debenture issue closing June 6, 1991.

1991 06 11

13

1992 PROFORMA BUDGET
LINE 10 - REPLACEMENT EQUIPMENT
LINE 12 - NEW EQUIPMENT

REPLACEMENT & NEW EQUIP.	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Replacement & New Equipment	$503,035	481,159	1,778,073	253.5%	2,117,000	338,927	19.1%	(1)
Instructional Microcomputers	1,089,311	1,492,655 *	1,145,357	5.1%	1,202,600	57,243	5.0%	(2)
Technological Studies	216,500	981,235 *	779,000	259.8%	590,600	(188,400)	(24.2%)	(3)
TOTAL REPL. & NEW EQUIP.	$1,808,846	2,955,049	3,702,430	104.7%	3,910,200	207,770	5.6%	

* additional expenditures offset by Provincial Grants

(1) Estimated consumer price index increase of 5% and computer upgrade

(2) Estimated consumer price index increase of 5%

(3) 1991 Technical Renewal Budget plus estimated consumer price index increase of 5%.
1991 was final year of 5 year Technical Plan

1991 06 11

14

1992 PROFORMA
LINE 13 - CAPITAL FROM CURRENT

CAPITAL FROM CURRENT	1990 BUDGET	1990 ACTUALS	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
School Renovations *	$2,122,500	5,182,324 **	1,502,315	(29.2%)	1,577,400	75,085	5.0%	(1)
Boiler Replacements	150,000	167,891	185,000	23.3%	240,000	55,000	29.7%	(2)
Portable Classrooms	690,000	720,359	180,000	(73.9%)	0	(180,000)	(100.0%)	(4)
Dust Collection System	60,000	49,195	123,000	105.0%	286,000	163,000	132.5%	(3)
Asbestos	3,350,000	2,817,248	1,415,000	(57.8%)	1,585,000	170,000	12.0%	(2)
TOTAL CAPITAL FROM CURRENT	$6,372,500	8,937,017	3,405,315	(46.6%)	3,688,400	283,085	8.3%	

* Includes Library Renovations, Ontario Building Code and Accessibility Modifications
** $3,200,000 offset under Provincial Funding - Capital Projects Grant

(1) Estimated consumer price index increase of 5%

(2) Amounts from 1991 Accommodation Report

(3) Elementary $216,000 (6 locations); Secondary $70,000 (1 location)

(4) Needs for 1992 have not been finalized

1991 06 11

1992 PROFORMA
LINE 14 - PERMANENT IMPROVEMENTS

PERMANENT IMPROVEMENTS	1990 BUDGET	1990 ACTUALS	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Permanent Improvements	$885,610	638,535	624,301	(29.5%)	655,500	31,199	5.0%	(1)
Insurance Claims & Vandalism Costs	101,500	284,255	146,200	44.0%	252,800	106,600	72.9%	(2)
TOTAL PERMANENT IMPROVEMENTS	$987,110	922,790	770,501	(21.9%)	908,300	137,799	17.9%	

(1) Estimated consumer price index of 5%

(2) Increase based on expenditures remaining comparable to 1990 level

1991 06 11

16

1992 PROFORMA BUDGET
LINE 15 - RENTALS

RENTALS	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Computer Services-Main Frame	$790,480	903,037	1,036,900	31.2%	1,088,700	51,800	5.0%	(1)
School Services (lease of micros)	490,000	487,048	542,050	10.6%	569,100	27,050	5.0%	(1)
Recreation Centres	671,050	763,100	673,000	0.3%	755,300	82,300	12.2%	(2)
Other	71,164	73,997	72,760	2.2%	79,300	6,540	9.0%	(3)
TOTAL RENTALS	$2,022,694	2,227,182	2,324,710	14.9%	2,492,400	167,690	7.2%	

(1) Estimated consumer price index increase of 5%

(2) Anticipated increase in rental rates

(3) Anticipated increase in rentals

1991 06 11

17

1992 PROFORMA BUDGET
LINE 16 - FEES & CONTRACTUAL SERVICES

FEES & CONTRACTUALS	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Transportation	$5,213,594	5,179,435	5,862,453	12.4%	6,193,300	330,847	5.6%	(1)
Medical Fees	7,800	3,349	5,204	(33.3%)	5,000	(204)	(3.9%)	
Audit Fees	23,500	24,500	28,700	22.1%	30,100	1,400	4.9%	
Legal Fees	60,000	41,953	62,000	3.3%	72,600	10,600	17.1%	(2)
Professional Fees	184,300	199,966	466,850	153.3%	488,700	21,850	4.7%	
Insurance	393,320	391,225	369,337	(6.1%)	386,900	17,563	4.8%	
Plant	59,300	47,383	122,600	106.7%	180,000	57,400	46.8%	(3)
Other	65,715	45,773	69,650	6.0%	77,100	7,450	10.7%	(4)
TOTAL FEES & CONTRACTUALS	$6,007,529	5,933,584	6,986,794	16.3%	7,433,700	446,906	6.4%	

(1) Estimated increase in carrier rates of 6% effective September 1992 and public transit fare increase of 5 cents effective Jan. 1/92

(2) Estimate based on anticipated increased need

(3) Includes $50,000 for Caretaking Workload Study

(4) Increase for moving of portables

1991 06 11

18

1992 PROFORMA BUDGET
LINE 17 - TUITION FEES
LINE 18 - WORKING CAPITAL
LINE 19 - CHARGE BACK OF TAXES

	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
TUITION FEES	$2,914,670	2,842,386	3,382,910	16.1%	3,722,900	339,990	10.1%	(1)
WORKING CAPITAL	$250,000	250,000	50,000	(80.0%)	250,000	200,000	400.0%	
CHARGE BACK OF TAXES	$1,625,189	1,955,944	1,622,131	(0.2%)	1,901,100	278,969	17.2%	(2)

(1) Estimate based on projected enrolment increases in open access students and anticipated tuition fee increases

(2) Based on 10 year average annual increase

1991 06 11

19

1992 PROFORMA BUDGET
LINE 20 - OTHER EXPENSE

OTHER EXPENSE	1990 BUDGET	1990 ACTUAL	1991 BUDGET	INCREASE (DECREASE) OVER 1990 BUDGET %	1992 PROFORMA	INCREASE (DECREASE) OVER 1991 BUDGET	%	NOTES
Board Memberships	$72,369	72,748	12,231	(83.1%)	12,850	619	5.1%	
Grants (To Organizations)	52,914	44,885	23,094	(56.4%)	24,250	1,156	5.0%	
Athletic Program	246,585	259,271	303,665	23.1%	318,800	15,135	5.0%	
Short Term Borrowing	80,000	148,345	168,000	110.0%	120,000	(48,000)	(28.6%)	(1)
Municipal Taxes	80,304	68,334	68,369	(14.9%)	68,900	531	0.8%	(2)
Provision								
Capital Reserves	1,242,200	1,945,544	412,300		1,128,000	715,700		(3)
Dofasco	0	0	1,163,000		535,000	(628,000)		(4)
	1,242,200	1,945,544	1,575,300	26.8%	1,663,000	87,700	5.6%	
Other	343,910	296,922	324,459	(5.7%)	340,700	16,241	5.0%	
TOTAL OTHER EXPENSE	$2,118,282	2,836,049	2,475,118	16.8%	2,548,500	73,382	3.0%	

(1) Debenture proceeds to be received during 1991 should reduce short term borrowing costs for 1992

(2) Reduction due to sale of Princess Elizabeth approved at OMC 91 05 07

(3) Capital Reserves $1,000,000 and Rental Income Provision $128,000

(4) Estimated provision for Dofasco Assessment Appeal

1991 06 11

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 06 11

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendation for your approval:

(a) That the following trip request(s) be approved:

(i) Cardinal Heights, Grades 7-8, Laurentian Lodge, 1991 09 16-19 (Monday to Thursday)

(ii) Glen Brae, Grade 6, Sunship Earth - Camp Wanakita, 1991 10 08-11 (Tuesday to Friday)

(iii) R. A. Riddell, Grade 7 Science, Sunship Earth - Camp Wanakita, 1991 10 08-11 (Tuesday to Friday)

(iv) Barton, Grade 12, 1 student at Technical Skills competition, Louisville, Kentucky, 1991 06 23-29 (Sunday to Saturday).

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(b) That the following trip request be added to clause (a):

(v) R. A. Riddell, Grade 8, Outdoor Education, Camp Kilcoo, 1991 09 17-20 (Tuesday to Friday)

Education Centre
100 Main Street West
Hamilton, Ontario
1991 06 11

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

During the consideration of the Accommodation Report in June, 1990 a recommendation was made that "Allenby School be considered for closure according to Board policy." This initiated an 18 month process.

Subsequently, a public meeting was held in the fall of 1990 to inform the Allenby community of the Board's decision and to invite the community to elect representatives to a Review and Analysis Committee.

This committee has continued to work through the winter and spring months to prepare a community paper which is being presented for your consideration.

To this end, it is recommended that:

The Community Report of the Allenby Review and Analysis Committee be received for information. and referred to the officials.

Prepared by: The Allenby Review & Analysis Committee

Submitted by: Murray Quinn, Superintendent of Schools, Area 1

Approved by: Keith Rielly, Director of Education and Secretary

COMMUNITY BRIEF RE: PROPOSED CLOSURE OF ALLENBY PUBLIC SCHOOL

The 1990 Accommodation Committee of the Board of Education for the City of Hamilton recommended that Allenby Public School be considered for closure in 1991.

In accordance with the criteria set down by the Ministry of Education regarding proposed school closure, members were elected to a Review and Analysis Committee. These elected members of the community, working in conjunction with two Trustees (Ms.S.Hill, Ms.J.Bishop) the Area Superintendent (Mr.M.Quinn) and the Principal of Allenby (Mr.R.Wilson), have attempted to review and collate all pertinent data. We appreciate the fact that this procedure for closure includes an allotment of time and availability of material for the parents and other members of the community to consider the implications and impact of a school's closure. It is our intention to convey to the Trustees the unanimous opposition by the community to the closure of our school.

We believe that Allenby as a Junior School has a valid reason to continue serving as an integral part of this community.

We believe that Allenby as a Junior School should be part of a long term vision and development of Area 1 as a whole.

We believe that as parents, we are called to ensure that our children are not disadvantaged by a change in the educational system.

We believe that Trustees are elected to ensure the same.

We believe that even considering the cost per pupil ratio, it would not be prudent and may end up being costly to close Allenby School at this time.

In the following paragraphs we will present our information and will refer you to the appropriate Appendix references.

"NO ROOM"

The enrolments and capacities are self explanatory. (Appendix # 1). There is no room for our children!

Brief: Proposed Closure of Allenby Public School
June 11,1991
Page 2

"NO ROOM" (continued)

We would suggest that the additional developments planned for the area (Appendix # 2), plus the expected influx of families from Toronto with the plans for the GO Train extension will further pressure the school capacities in Area 1. There is no room for the 'potential' children.

SAFETY

This is always a concern. Junior school children are often no taller than the height of a car front making them prime targets for car accidents. They tend to walk slower and are developmentally not able to manage the concentration and attention required to cross streets safely. This fact added to the distance required to walk (eg. to Central School), makes concern for the lives of our children a very real and disturbing issue. (Appendix # 3)

COST

We agree that we have a high cost per pupil ratio. It needs to be said, however, that the removal of our grade 4 and 5's has increased our cost per pupil and so has likely increased the sense of burden over the last few years. With the addition of our grade 4's, we have lowered the Instructional Cost of Regular Class pupils by $900.00. If we retained our grade 5's, including the addition of another teacher (though no extra support services), we would be looking at a total Instructional Cost of Regular Class pupils in the area of $3717.50 (Appendix # 4).

The estimated full cost of raising one portable seems to fluctuate. Apparently, to move an old portable and equipment cost approximately $30,000. A new portable, completely outfitted can cost up to $50,000. There would be the cost of taking the portable down (ie: upon the opening of Central School's second floor). If one chose to re-open Allenby School due to developments or influx of families into Area 1, there would be a sizeable outlay of funds. Also to be kept in mind, is that the renovations to Allenby were done in 1989-90.

Consideration should also be given to the fact that this is the third review of Allenby School for closure. Apart from the emotional implications, each procedure requires many man hours of work. This particular review involved 35 paid staff and 50 volunteers, (estimated).

Brief: Proposed Closure of Allenby Public School
June 11,1991
Page 3

COST (continued)

Each person gave up many hours of their work and leisure time.

COMMUNITY

The present issue of closure has sent reverberations throughout the community. (Appendix # 5) One only needs a little imagination to be able to recognize the emotional drain on families - to be constantly threatened with school closure. In other school areas, the Board is concerned with allowing siblings to attend the same school. Over the last 12 years, our children's siblings never could be secure that they would have the same recognition.

Do not think we have not appreciated the allowance of our small class size. As many of you know, the small school atmosphere is rare and priceless in this transient age we live in. To have a JK child called by name by a grade 2 or 3 child, and by the Principal is a special thing indeed. Unfortunately, we have found that thanks to bad or nonexistent press, other parents in Area 1 who wish the small school atmosphere aren't even cognizant of Allenby's existence! Those who have considered transferring from overcapacity schools have decided against it due to the absence of the grade 4 and 5.

Allenby School also houses the Mother Goose Co-op which serves Area 1, and a very active Adult Education program. (Appendix # 6) They are both seen as being fruitful additions to our sense of community.

In summary - as the Board of Education moved to decentralize, there is a need for more prudent use of scarce resources. Tradeoffs are essential to effective planning and the realization of cost savings on a system-wide basis. Greater long-term financial and planning flexibility is needed to be developed to allow legitimate rationalization of services (Appendix # 7: <u>The Ideology of School Closures: Beyond Bureaucratic Procedures)</u> Where is this plan for Area 1? Where does Allenby School fit in? We are not willing to stand by and watch our children be disadvantaged for the sake of short-term institutional planning. The closing or maintenance of Allenby as a Junior School must be considered in the context of a decentralized, co-ordinated long-term plan for Area 1. Anything else, we would suggest, would be premature.

Brief: Proposed Closure of Allenby Public School
June 11, 1991
Page 4

And finally, is it responsible of us to trust that this move to close our school will result in equal or better opportunities in educational programming for our children? We do not see any reassuring evidence.

Respectfully submitted,

Ms. Nancy Leslie (Chair)

Ms.Jennifer Applewhaite

Ms.Gayle Hampson

Ms.Diane Meloche

Ms.Peggy Sue Paterson

Representing the Allenby Junior Public School Community

NL:gr
1991 05

Appendix 1a

SCHOOL	ENROLMENT SEPT.28/90	CAPACITY	% CAPACITY	PROJECTED ENROLMENT SEPR/91 (GR.4'S REMAIN)	% CAPACITY
Allenby	62	242	26%	80	33%
Central	157	122	128%	160	131%
Earl Kitchener	473	471	100+%	475	101%
Strathcona	245	277	88%	267	96%

JK 15
SK 15
Grade 1 ..... 13] 24
Grade 2 11
Grade 3 ..... 8] 19
Grade 4 11
GLD 7

TOTAL 80

Average Class Size 21.5

ENROLMENTS AND FORECASTS FOR SELECTED SCHOOLS: Sept. 30, For Following Years

SCHOOL	ENROLMENTS 1988	1989	1990	FORECASTS 1991	1992	1993
ALLENBY	73	76	62	80	87 incl. grade 5	91 incl. grade 5
CENTRAL	123	128	157	163	179	187
E. KITCHENER	485	491	473	470	453	452
HESS ST.	403	420	421	457	457	454
STRATHCONA	249	247	245	245	251	253

Appendix 1b

ENROLMENTS AND FORECASTS FOR SELECTED SCHOOLS: Sept. 30, For Following Years

SCHOOL	ENROLMENTS 1988	1989	1990	FORECASTS 1991	1992	1993
ALLENBY	73	76	62	65	67	66
CENTRAL	123	128	157	163	179	187
E. KITCHENER	485	491	473	470	453	452
HESS ST.	403	420	421	457	457	454
STRATHCONA	249	247	245	245	251	253

HISTORY OF SELECTED SCHOOLS

SCHOOL	DATE OPENED	LATEST ADDITION OR REPLACEMENT
ALLENBY	SEPT 1920	1968
CENTRAL	MAY 1853	1979
E. KITCHENER	SEPT 1915	NIL
HESS ST.	SEPT 1882	1974
STRATHCONA	JUNE 1895	1985

Research Services Dept.
Hamilton Board of Education
1991 02 21
ZM

REVIEW OF ENROLMENTS AT ALLENBY SCHOOL

Enrolments as of September 30, Each Year

YEAR	TOTAL ENROLMENT	GRADES IN SCHOOL JRK	KGN	GR1	GR2	GR3	GR4	GR5	SP ED	TOTAL ENROLMENT
1980	140	16	16	26	14	15	19	23	11	140
1981	138	19	17	21	15	18	19	17	12	138
1982	117	16	17	19	9	14	16	16	10	117
1983	110	21	12	23	11	10	14	10	9	110
1984	122	17	21	11	20	17	14	13	9	122
1985	88	16	17		9	13	14	11	8	88
1986	98	15	16	18		9	15	17	8	98
1987	91	10	19	16	15	4	6	15	6	91
1988	73	17	11	15	16	9			5	73
1989	76	17	13	18	10	11			7	76
1990	62	15	14	11	6	11			5	62

Research Services Department
Hamilton Board of Education
November 22, 1990

Appendix 1c

Appendix 2a

REPORT OF PROPOSED AND APPROVED DEVELOPMENTS

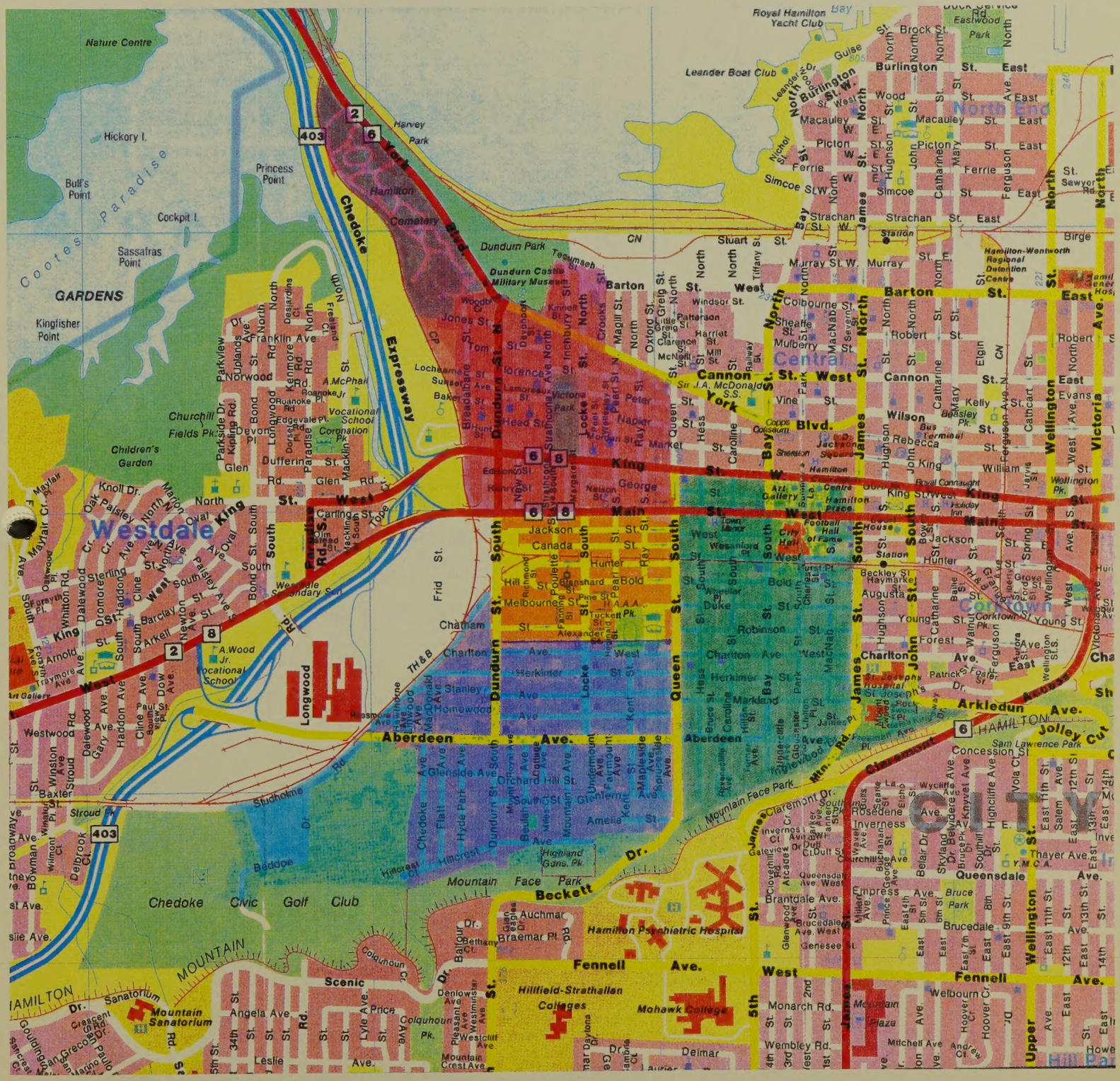
Address	Type of Building	# of Units	# of * Children	Status of Development
Lapp Property	Townhouse & Apartments	140 200	140	Back to Planning Dept.- 4-6 months- neighbourhood review
147 Main Street W.	Affordable Housing (Condo.) $139,000	409	82	To be completed by Sept. 1992
121 Napier Street	Townhouse & Apartments	268	55	O.M.B. Hearing within 6 months

* Elementary Public school students based on the formula given by Mr. Owen Jackson, Board of Education.

Note: These developments fall into the Earl Kitchener, Central, Strathcona/Hess St. School catchment areas, respectively.

May,1991

BOUNDARIES OF ALLENBY AND SURROUNDING AREA SCHOOLS



🟡 ALLENBY

🟢 CENTRAL

🔵 EARL KITCHENER

🔴 STRATHCONA

THE CORPORATION OF THE CITY OF HAMILTON
City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

1991 May 22

Review Analysis Committee
53 Canada Street
Hamilton, Ontario
L8P 1P1

Attention: Ms. Gayle Hampson

Dear Gayle:

In response to your inquiry concerning the number of collisions within four specific school areas, the following has occurred in 1990.

Boundary 1

South of Main Street
North of Dundurn Street
West of Locke Street
East of Aberdeen Avenue

A total of 102 collisions within and including these boundaries.

Boundary 2

South of York Boulevard
North of Main Street
West of Locke Street
East of Dundurn Street

A total of 121 collisions within and including these boundaries.

Boundary 3

South of Main Street
North of Charlton Avenue
West of Bay Street
East of Queen Street

A total of 114 collisions within and including these boundaries.

Boundary 4

South of Main Street
North of Charlton Avenue
West of Queen Street
East of Dundurn Street

A total of 109 collisions within and including these boundaries.

Yours truly,

Murray F. Main

Murray F. Main, P. Eng.
Director of Traffic Services

RK/LJ/ks

DISTANCE AND SAFETY

Presently, students at Allenby School enjoy a short and uncomplicated route to school. The only busy intersection to be crossed, that being Locke Street, has a full-time crossing guard (where Locke intersects with Hunter Street West). Just a few short steps along Hunter Street and there is the School. However, in the event of Allenby being closed, a child would be faced with problems of serious and possibly life threatening magnitude.

With Allenby School being situated in the City's Core, the most heavily travelled streets can be found. Four lane, one-way highways - King and Main Streets. Well used Truck and Bus routes!! To attend Strathcona, our children would have to traverse both of these streets, with or without the aid of Crossing Guards. Those attending Earl Kitchener would have to contend with other but no less serious problems. Travelling from east of Locke Street there would be Locke Street to cross and then Dundurn. Will there be adequate Crossing Guards? In addition, the anti-social elements of beer and liquor stores on this route, with the undesirable individuals (known to frequent these establishments) hanging around and busy parking lots with their constant flow of traffic in an out.

Central School located behind City Hall, would require our students to traverse Queen Street, Hess Street, Caroline Street and Bay Street. No small feat while travelling possibly on Hunter Street which is a Bus Route. Again, would adequate crossing guards be provided??

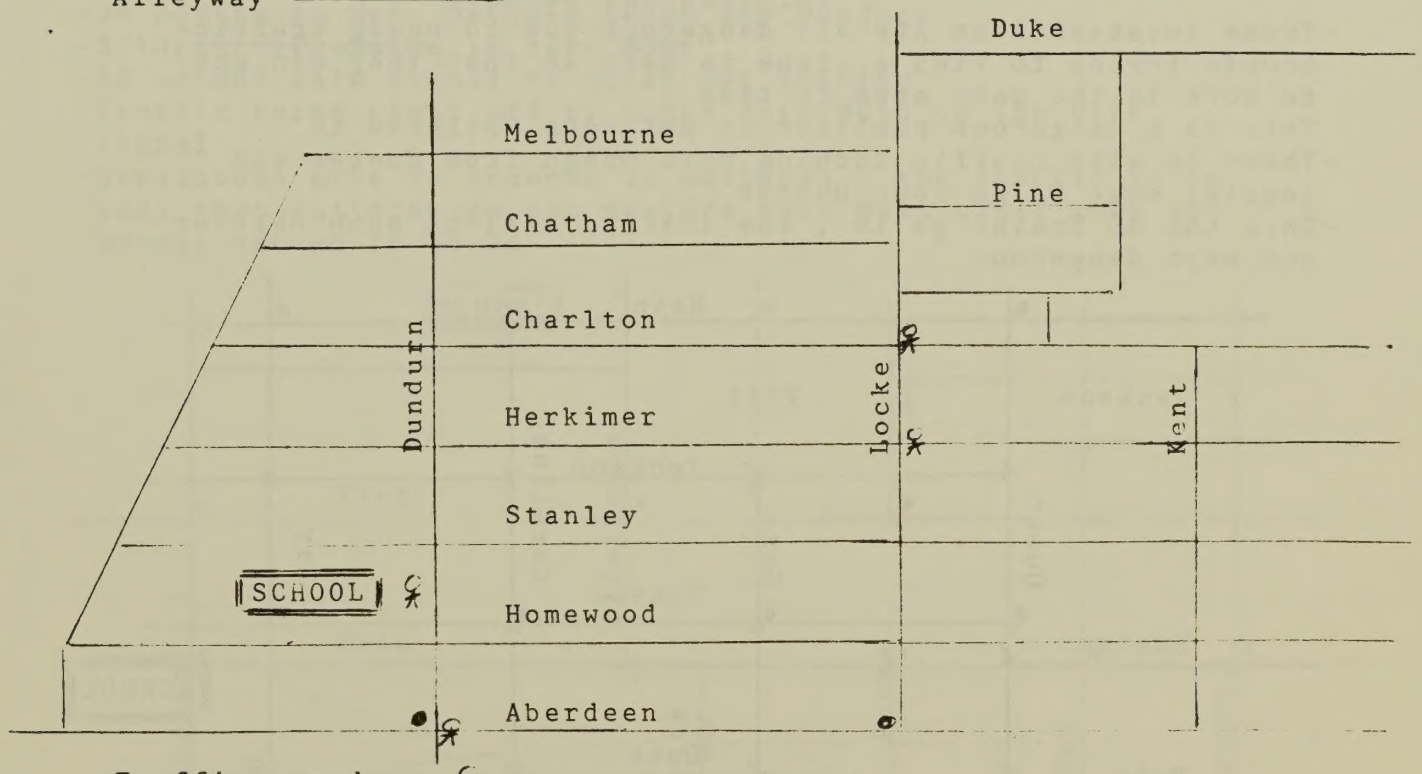
Appendix 3c

Traffic Report on Earl Kichener

Area map on route Allenby students would be travelling to attend this school.

Traffic report on this area:

- Traffic accidents in this map area in 1990 was 102
- There are no traffic lights at any intersection
- Beer store
- Liquor store — Beggars and Homeless asking for money
- Alleyway



Traffic guard =

Traffic lights =

Hazardous intersection = X

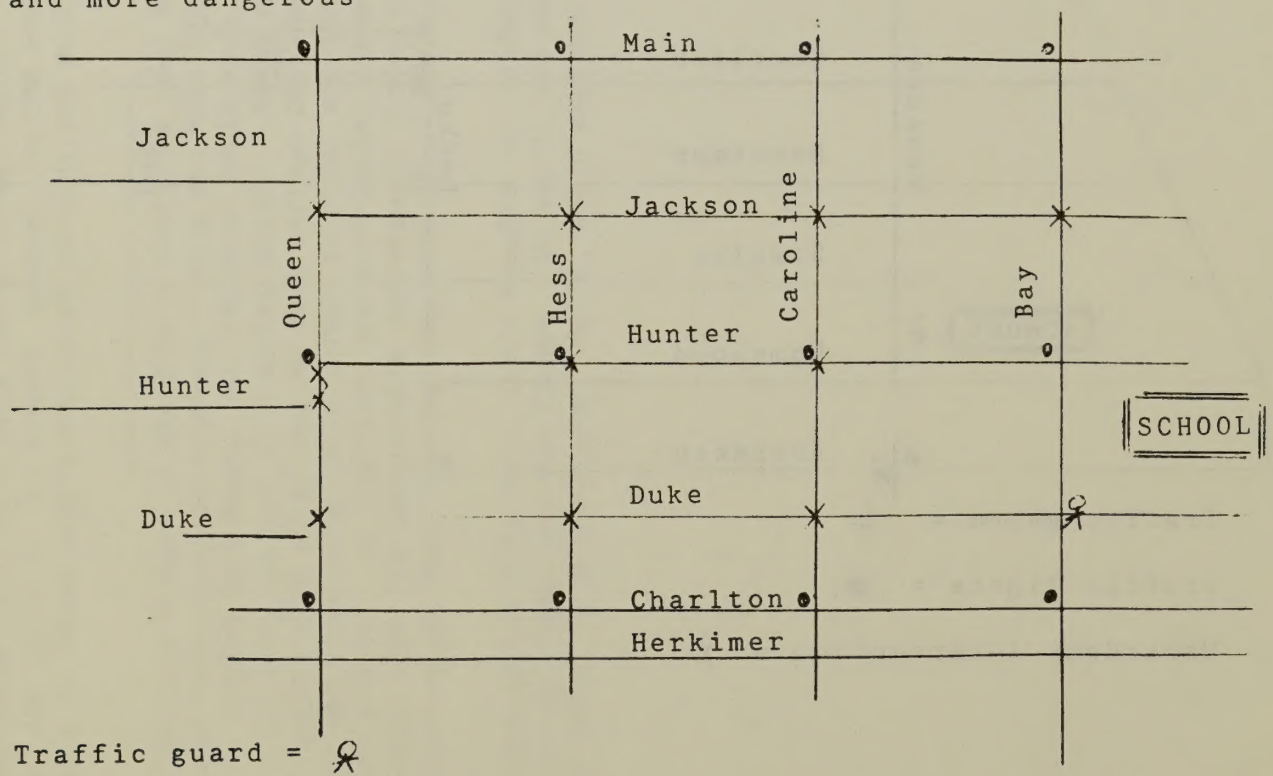
Appendix 3d

Traffic Report on Central

Area map on route Allenby students would be travelling to attend this school.

Traffic report on this area:

-Traffic accidents in this map area in 1990 was 114
-Hazardous intersections -Hunter and Hess - Hunter and Queen
-Hunter and Caroline - Duke and Hess
-Duke and Caroline - Duke and Queen
-Jackson and Hess
-Caroline and Jackson
-These intersections are all dangerous due to heavy traffic- people trying to find a place to park so that they can get to work in the core area on time
This is a dangerous position to put your children in
-There is also traffic turning onto Queen from Hunter and jogging over to go down Hunter
-Once the GO Trains go in , the traffic will be much heavier and more dangerous



Traffic guard = ♀

Traffic lights = ●

Hazardous intersection = X

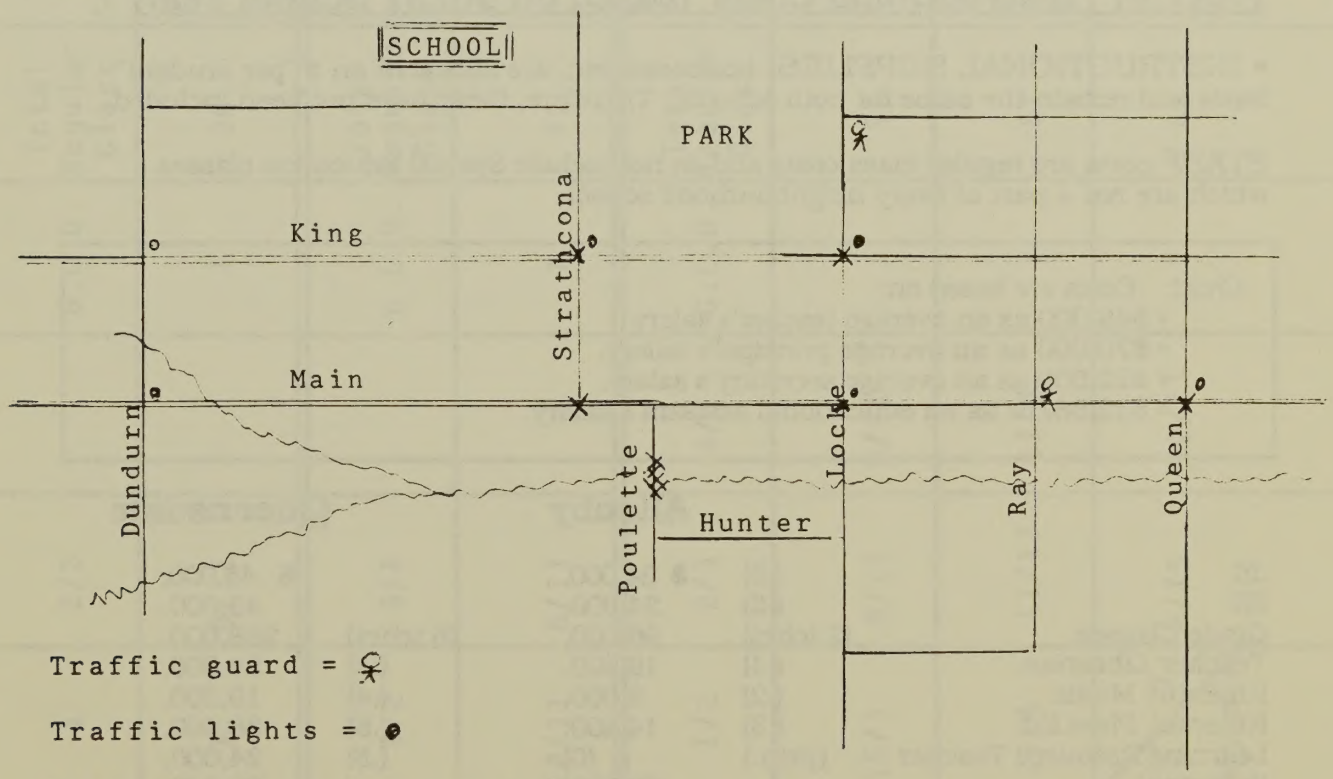
Appendix 3e

Traffic Report on Strathcona

Area map on route Allenby students would be travelling to attend this school.

Traffic report on this area:

- Traffic accidents in this map area in 1990 was 121
- Hazardous intersections
  - Main and Locke
  - King and Locke
  - Main and Strathcona
  - King and Strathcona
- No access to Main between Locke and Dundurn
- Bridge on Poulette is torn down
- 10 second walk signal to cross Hwy traffic
- Traffic turns right off of Locke onto Main on the walk signal
- Strathcona area is unknown to children - the traffic is so busy that children do not venture past Main until they are mature enough to do so



Traffic guard =

Traffic lights =

Hazardous intersection = X

The Board of Education for the City of Hamilton

COST COMPARISON

PART A: Operating Costs (Five Year Average)

	Allenby	Queensdale
Gas	$8,594.20	$18,727.40
Hydro	4,208.60	4,325.60
Water	869.80	1,150.20
Caretaking - Wages	63,607.80	69,024.60
Repairs and Maintenance	12,165.80	20,881.40
Caretaking - Supplies	2,567.00	2,739.00
Insurance - Bldg/Contents, Jan-Dec.91)	730.49	827.39
Total Operating Costs	**$92,743.69.**	**$117,675.59.**
Square Metres	2,579	2,807
Year Built	1920	1948
# Classrooms	11	14
Cost Per Room	**$8,431.24**	**$8,405.40**

PART B: Instructional Costs (Based on 90/91 School Year)

• INSTRUCTIONAL SUPPLIES, textbooks, etc. are allocated on a "per student" basis and remain the same for both schools. Therefore, these have not been included.

STAFF costs are regular class costs and do not include Special Education classes which are not a part of every neighbourhood school.

Chart: Costs are based on:
- $48,000 as an average teacher's salary
- $70,000 as an average principal's salary.
- $22,500 as an average secretary's salary.
- $12.56/hr as an educational assisant's salary.

		Allenby		Queensdale
JK	(.5)	$ 24,000.		$ 48,000.
SK	(.5)	24,000.		48,000.
Grade Classes:	(2 tchrs)	96,000.	(6 tchrs)	288,000.
Teacher Librarian	(.4)	19,200.	(.5)	24,000.
Itinerant Music	(.2)	9,600.	(.4)	19,200.
Itinerant Phys.Ed.	(.3)	14,400.	(.8)	38,400.
Learning Resource Teacher	(prin.)	(0).	(.5)	24,000.
Principal		70,000.		70,000.
Itinerant French		(0).	(.4)	19,200.
Educational Assistant	(15 hrs/wk)	6,970.	(29 hrs/wk)	13,476.
Secretary	(.5)	11,250.		22,500.
Total Instructional Costs		**$275,420.**		**$614,776.**
# of Regular Class Pupils		**/ 58 =**		**/ 240 =**
Cost Per Pupil		**~~$4,748.62~~**		**$2,561.57**

$3825.27

Appendix 4b

PROJECTION OF ALLANBY ENROLLMENT

Based on March 31/91

YEAR	JK	SK	1	2/3		G.L.D.	Total Regular Class	Total in School	P.T.R.	Full Time Staff	Itin-erant Staff	Part Time Staff	Total Teaching Staff
90/91	16	12	11	8/11		7	30	65	15.0	4	2	5	11

YEAR	JK	SK	1/2	3/4		G.L.D.	Total Regular Class	Total in School	P.T.R.	Full Time Staff	Itin-erant Staff	Part Time Staff	Total Teaching Staff
91/92	15 (12 to date)	15	12/11	8/11		7	42	79	21.0	4	2	5	11

YEAR	JK	SK	1/2	2/3	4/5	G.L.D.	Total Regular Class	Total in School	P.T.R.	Full Time Staff	Itin-erant Staff	Part Time Staff	Total Teaching Staff
92/93	15 (estimated)	15	15/4	8/11	8/11	7	57	94	19.0	5	2	5	12
93/94	15 (estimated)	15 (estimated)	15/4	11/12	11/8	7	61	98	20.3	5	2	5	12
94/95	15 (estimated)	15 (estimated)	15 7 (estimated)	8/15	12/11	7	68	105	22.7	5	2	5	12

Note: No Additional Itinerant Teaching Staff Required

by Bob Wilson

Appendix 4c

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PLANT DEPARTMENT

1991 03 01

To: M. Quinn

Fr: R. T. Orlando

Re: Allenby Elementary School
Status of Repair

Further to your recent request in regard to the above subject, we have inspected the building. I wish to advise that all major building and plant items are in good condition including the roof, grounds, mechanical and electrical systems. In our opinion, at the present time, the building could be used in its present configuration for a period of up to 10 years, with an expenditure of approximately $100,000 during that time on painting, washroom improvements and minor repairs to exterior brickwork and interior plaster.

I trust that this is the information which you require. Any further information in this regard can be obtained from Jim Riley, our Manager of Engineering & Maintenance.

R. T. Orlando

RTO/dc

cc -- J. Riley

David A Pauls Real Estate Ltd. BROKER

1050 Upper Gage Avenue
Hamilton, Ontario L8V 5B7
Phone (416) 575-5050
Fax (416) 574-1161

May 2, 1991

Mrs. Dianne Meloche
22 Pine Street
Hamilton, Ontario
L8P 2A1

Dear Mrs. Meloche:

As per your request for verification of property value in a particular area due to a school's closing, I would suggest that the closing would, in fact, decrease the value of the said properties, in the area.

If I can be of further assitance to you, in the future, please feel free to contact me.

Sincerely,

DAVID A PAULS REAL ESTATE LTD.

EDWARD WOODS
Sales Representative
License #3133806

ED/ml

Appendix 6a

Mother Goose Co-Operative Pre-School Inc.

Hamilton, Ontario.

May 23, 1991

The Board of Trustees
The Hamilton Board of Education,
P.O. Box 2558,
Hamilton, Ontario
L8N 3L1

Ladies/Gentlemen,

Mother Goose Co-operative Pre-school Inc. has been serving the families of Area 1 for 26 years. We have had several homes in that time within Board of Education schools. Most recently we were welcomed warmly by Allenby School. We are most concerned about its possible closing.

We currently occupy 2 classrooms which are used, repectively, as a creative room and active room. We also have use of the school's gym. These facilities have been a wonderful addition to our program. Being a junior school, we feel our children fit in well with other children attending Allenby.

At Open Houses that we conducted this Spring, there was great response from the community. We are expecting full enrollment of thirty families, all from Area 1, in the Fall of 1991. Many parents in the neighbourhood surrounding Allenby School expressed interest in walking their children to school. This would be very convenient for many families and would put less strain on our traditional van service.

In the two years that we have been at Allenby School we have felt a part of the neighbourhood and, in turn, have contributed an important service to its families. We will continue to respond to the changing needs of Area 1 and offer any assistance required to keep Allenby School alive as a valuable community resource.

Yours Truly,

Sandra Flaherty
Margy & Dave Cook
Kandy Cross & Pat Wilson
K Wisdom
R Crossett

Maureen & Michael Coleman
Dawn & Mike Gray
Marsha Dissmore
A Martin
S Jones

/...2

Jennifer & Ted Gill
Dawnlyne Thomas
JOHN Diggins
Fern & Bruce Warrington
Rita & Michael Gow
Reg Shadd
Jane Sage
Jeanette Gay
Pat Bergquist
Susan Burman
Sharon Rhys Jones
Julie Gan
Lauren Green

Wanda Crouse
Bill Bullock
Pat Weiser
[illegible]
James Dunsmuir
Robert Yates
[illegible]

The Families & Executive Committee,
Mother Goose Co-operative Pre-School Inc.

Appendix 6b

LETTERS TO THE EDITOR

Senior worries over closure

The article in the West Hamilton Journal pertaining to the closure of Allenby School; I am a senior, taking part in a number of courses made available. I have no school children to worry about, other than my neighbors children in whom I derive a great deal of pleasure. I was unable to attend the meeting on the school closure due to another class.

I would like to point out that there are other students using Allenby School: a painting class, their work is as good as many in our art galleries, really pleasing to the eye, and a source of much pleasure to their painters, another group updating their sewing skills, and yet another group advancing or learning to knit or crochet.

We would be at a great loss without these classes. We feel we have terrific teachers, a bright and cheerful room in an exceptionally well kept building. We have been moved first from George R. Allen to Westdale High to Earl Kitchener to Allenby School. We like to learn, we like our school, we like our teachers.

We realize as adults we are able to be moved, but please consider the children, the well kept school, the closeness of a park, the teachers and of course the seniors.

Margaret J. Webster
Hamilton

Margaret Webster

I agree with "Mrs Webster's" comments"
Jane C Gourlay

I am in agreement with Mrs Webster's "comments"
Susan Barry

It a great school, we are see in love with the lovely room, keep it, don't let it go.
Frances Barry

I well be very sorry if they close this school as I enjoy classes here, I hope it keep open
Pearl Madden

I have had my say, please we ask hear us now
Margaret Webster

Appendix 6b

Allenby School is a beautiful school. Its rooms are large and have lots of windows, which make it bright and cheery. This school is much too nice to be discontinued.
Margaret Weldon.

Margaret Webster's letter covers my opinions. I would only add that if area schools are becoming crowded, why not bus some students to Allenby to help the situation.
Helen Peck

I agree with "Mrs Webster's comments", and I would be sorry to see the school close.
F. Hamilton. Stoney Creek.

I agree with Mrs. Webster's comments.
J. MacCuish

I do hope we can keep this excellent school in our neighbourhood.
Ruth M. Deas Canada St.

I agree with Mrs Webster she said it all.
Margaret Riehl

As teacher of the Knitting class, it will be a loss for a lot of students, (convenient location) Muriel McKnight.

Appendix 7

separate school system for every displaced public school teacher.

Will teachers be forced to switch federations or will dual membership be allowed?

This question falls under the jurisdiction of the Ontario Teacher's Federation. As of yet the OTF has not made a final decision regarding federation membership.

Once agreements and guidelines are established by the local boards, facilitated by the Planning and Implementation Commission, what recourse will be available to those who allege breach of disregard for those directives?

The Ontario Teachers' Federation proposes that there be another commission set up to handle ajudication of disputes arising out of transfer. To date no such commission has been established. OTF also proposes that arrangements for the appeal of any decisions of the current Planning and Implementation Commission be put in place. This requirement has also not been addressed as yet.

What will happen to those transferred teachers after the ten-year period?

It could be foreseen that many non-Catholic teachers could lose their positions or could be otherwise discriminated against, after the ten-year period runs out. Bill Saunders of the PIC suggested to me that the Commission feels there would be no problems because any waves created by transfers would have settled by the end of the ten-year period. Harry Archer of the OSSTF disagrees. He predicts "a whole new can of worms will be opened up at that point," with possible loss of positions or retardation of advancement possibilities for many non-Catholic teachers in the separate system as the result.

Another factor that will overshadow any discussions is the appeal to the Supreme Court of Canada regarding the constitutionality of Bill 30. We cannot expect to hear a final decision on that issue for another year at least.

With regard to the rights and protection of non-Catholic teachers, much negotiation and co-operation will have to take place both at the local and provincial levels. I feel that this issue is one which must be handled with extreme caution because it is potentially very divisive and could cause a rift in our society that would take decades to correct. I will be watching intently, as I am sure will be many others, as this situation continues to develop.

Note: The author acknowledges assistance from Mr. Robert Saunders, Planning and Implementation Commission; Ms. Carol Olsen, Superintendent of Educational Resources, Metropolitan Toronto Board of Education; Mr. Harry Archer, Ontario Secondary School Teachers' Federation; Mr. Bill Kirkwood and Miss Kathryn Burrell, Education Officers, Ministry of Education, Ontario.

BIBLIOGRAPHY

Gray, M. "Separate Schools: An Emotional Religious Division." *Maclean's*, October 1985, pp. 48 - 50.

"Full Funding for Catholic Schools Is Legal, Ontario's Court of Appeal Has Ruled." *Toronto Star*, 19 February 1986, p.A. 18.

The Funding of Roman Catholic Secondary Schools: Issues and Implications. Proc. of a Conference by the Ontario Council for Leadership in Educational Administration. Nov. 8 - 10, 1984. Toronto: OCLEA, 1985.

The Ideology of School Closure: Beyond Bureacratic Procedures[1]

George E. Burns and John E. Lundy

Introduction

It goes without saying that school closure is a topic which produces more than the usual amount of debate and ire within a community. Recently, in the fall of 1985, one medium-sized board of education in Ontario became involved

[1]. This article is based on a more detailed paper presented to a school review committee within a public board of education in Ontario. For the purposes of this article, the name of the board of education to which we refer in this paper has been blurred so as not to reveal its identity.

COMMENT ON EDUCATION
17(3):9-18 FEB.'87

in both long and wide consultation on this complex subject. This consultation involved senior administrative personnel and board trustees on the one hand and concerned parents on the other. In fulfilling its mandate when considering whether or not three secondary schools and three elementary schools should be closed or remain open, the board of education, as required by its school closure policy:

(i) received a report from the administrative council that recommends the closure of specific secondary schools;

(ii) publicized to the electorate schools that were being targetted for possible closure;

(iii) publicized to the electorate a meeting schedule that would provide opportunities for concerned citizens to make their view known on the matter of school closure to members of the School Review Council; and

(iv) received and heard briefs in public session.

The purpose of this paper, then is to provide a perspective on the school closure issue and allow citizens, professional educators, and politicians alike an opportunity to reflect on whether the administrative and political apparatus can adequately listen, learn, and process its way to a set of final recommendations in relation to the viable use of school buildings.

Closure

In these times, scarcely a day goes by without a newspaper or other mass media reporting a new or continuing crisis attributed to declining enrolment. As an example, the local newspaper ran a series of articles during recent closure proceedings. The following are sample headings of articles, including editorials, that appeared in recent editions of the local newspaper.

Committee Expects No Surprises in Board's Closure Report

Board Panel Backs Staff on Schools to Be Closed

School Closure Only Way to Save

. . .Backers Fight with Figures

. . .Students Now Making Plans for Next School Closing Debate Battle

Trustees Switch Has Costly Threat, Shopping List Decisions Opportunities not Heeded

Regional Council Enters Debate On School Closing

Despite Loud Protest Board Finally Drops Guillotine on . . .School

School Transfers Fog Closure Plans

Let . . .School Serve Catholic Students

These, however, are naive approaches to declining enrolments, school closure, and school-use issues. The problems of declining enrolment when caused by the decrease in the birthrate, outward migration from a community or in-the-neighbourhood migration are both numerous and complex. Unfortunately, the problem of "school decline" is often only the partial result of a decline in the birthrate. As Burns, Taylor, and Miller (1984) have pointed out other political, social, economic, and administrative activities frequently contribute to it as well. Solutions to such problems are by no means simple. As a result, they should not be permitted to be dealt with by administrators and trustees in a simplistic manner.

As pointed out elsewhere (see Berger, 1982), at some point in an overall decline cycle, educational leaders and trustees tend to evaluate whether declining enrolments and rising costs of education justify the continuation of the current numbers of facilities. In the local board studied herein, the tendency has been to close schools as a strategy for adjusting to declining enrolments and the rising cost of public education.

The Bottom Line Argument

The financial argument in favour of school closings has tended to be the bottom line in the local community.[2] On the financial side of the

[2]. While this was the case with the local school board, there is also some evidence that coterminous board needs were also a bottom line. That is to say that the local board would not close a school that would prove useful to a coterminous school board. This of course is a contentious issue in view of recent decisions in Ontario to fund both public and separate school boards equally. We suspect that this will become more of a bottom line issue in the future.

argument, closing schools has the potential to eliminate administrative, custodial, and utility costs at the school closed and increase facility utilization, economics of scale, and program at the host school (Cusan, 1979; Peskin, 1980). However, as Sher (1977), Hind (1979), and Shakeshaft (1983) have pointed out, while school district officials often predict the potential savings to taxpayers of closing one or more schools, the literature contains little solid data to support these claims. The savings, we would like to argue, may be more psychological than real. As taxpayers, we have not found any evidence of our school tax bills being reduced in spite of the fact that the board of education has already closed in the neighbourhood of thiry schools (elementary and secondary) over the last ten years.

To be sure, the closing of schools may produce gains. However, this raises two interrelated questions: gains for whom and at what cost? Proportionally, the losses resulting from school closure may be far greater than gains made by redistributing children and resources throughout a system. Furthermore, there are those who believe that school closure results in larger classes; disruption in the life styles of siblings and students; escalation in busing of students resulting in increased costs; the lessening of the potential of both students and ratepayers to participate in various facets of the school's programs and services; decrease in younger teaching staff; increase in the dropout rate among high school students; disruption in the stability of neighbourhood, community, and the educational system; loss of confidence in the educational system; alienation of ratepayers; the systematic eroding of neighbourhood schools, community schools, and community education, programs and services; and the reduction of parental participation in the education of their children.

It is our belief that the mandate of trustees and administrators within an Ontario board of education is to ensure policies, procedures, and practices that have the effect of both keeping schools open and heightening their scope and pervasiveness. This is in direct contrast to school closure - a course of action which not only results in the reduction of school scope and pervasiveness, but also correlates highly with a lack of articulation with its social environment.

Mandate

In the province of Ontario the political system provides a strong mandate for boards to undertake neighbourhood school, community school, and community education initiatives. A statement by a former minister of education sheds some light on the nature of this mandate. In a presentation to the Ontario community and schools conference in London, Ontario (Wells, 1974), the minister stated:

> Above all, we strongly support the idea of the local neighbourhood school serving as the catalyst towards developing a community identity, a community sense of involvement and spirit-and a place where men and women can go freely, for whatever purpose, without feeling threatened or out of place .

The model suggested here posits two levels of interpretation. First, the school is an important dimension of community infrastructure. Secondly, it serves as the focus for community involvement and participation. Admittedly, there is considerable simplification in this interpretation and account, not least in the explicit assumption that this is (a recent) Ministry of Education intent. Clearly, it would be foolish to embrace unequivocally this interpretation on the basis of a single statement. As a result of this, we provide several concrete examples of the manner in which the Ministry of Education has elaborated on a board of education mandate as it relates to school scope.

From a publication produced by the Ontario Committee for Education Week, one finds the following statements which reinforce the notion of school scope and pervasiveness:

> A school's first responsibility is the education program for its pupils. But beyond this, a school can effectively serve as a catalyst towards developing a community identity, bringing men and women and children together for all kinds of educational, cultural and recreational activities. . .

> Everybody has something to gain as well as something to give through the interaction of school and community. Through the sharing of facilities and resources, the school and community become one. The greatest benefit to both is in the attainment of a positive feeling of belonging: a shared identity. . . .
>
> Community involvement means that the school provides a meeting place for people of all ages, occupations, and interests. Interaction between pre-schooler to pensioner – to take part in the learning continuum. . . .
>
> The educationally-concerned community is one in which all citizens—whether parents of school children or not—take an active interest in learning opportunities both inside and outside the school. Since the community invests large sums of money in education, it should be assured of deriving maximum benefit from the educational system. Real community involvement can go far beyond participation in parents' nights, interviews with teachers, and attendance at school concerts. It can encompass the needs and potential contributions of every individual, group, or agency—all of whom have something to gain. . . .

And finally,

> With leadership and understanding, the community, including educators, students, and adults, can determine the needs of their own particular area, and establish possible approaches to meeting the community's needs. (Wells, 1975a).

These statements, it could be argued, provide clear indicators that the school has a mandate to reach out into the community with a view to addressing whatever needs may exist. As mentioned previously, this is in direct contrast to closure!

School and Community

Similar statements also exist regarding local school-community relations and the distance that should exist between the school and its families and neighbourhoods. According to Wells (1975b) the school must open its doors to the community. In an address to the fifty-second annual conference of the Canadian Education Association, the minister of education suggested that there was a "a need for the meaningful involvement of the public" in Canadian education. He attributed this need in some cases "because of an organized demand for the formal sharing of power with community or parental groups." He also observed, however, that more often this need arises for precisely the opposite reason: "because there is no organized demand, no community activist group, just a great many ordinary parents and citizens who don't understand what is going on in schools." What this statement called for, at face value at least, was a policy of open, honest dialogue between the school, its families, and neighbourhoods with a view to meeting diverse needs with the community.

In summary, the community school and community education policies and practices of the 1970s resulted in initiatives which permitted ordinary families and school personnel to work and deal with one another in a co-operative manner for the purpose of organizing and co-ordinating programs, services, and activities for the accomplishment of the recognized goals of the school and its neighbourhood or community.

Ideology

The foregoing account contrasts sharply with the closing of schools in a number of ways. There is, first, the tradition of school system personnel establishing good school-community relationships, as against the strain in relationships which result from school closure. Secondly, the belief system characterizing the rhetoric and practices of the Seventies resulted in school personnel being catalysts in the organization and co-ordination of community involvement in neighbourhood schools for achieving both the goals of the school and the recognized goals of the community or neighbourhood being served by the school. The belief system characterizing closure, on the

other hand, relies heavily on school administrators and trustees denying the validity of the aspirations and expectations that ratepayers have for their schools (Burns *et al.*, 1984). It is in the context of these issues that we believe that school closure as a solution to declining enrolments or the high cost of providing education is a facile approach to current problems.

Alternatives

There is, of course, diversity of opinion as well as considerable sentiment in the literature regarding school closure issues (see Andrews, 1974; Broly, 1976; Dawson, 1978; Shellenbarger, 1976; Johnson, 1978; Eismann, 1976; Neighbourhood Impact Study, 1976, and Neighbourhood Survey, 1976). Leggett (1977) suggests that there are choices other than school closure. He states that the alternative to redistributing students and either leasing or moth-balling excess space is to revitalize schools through cost-effective measures so that students will be offered the superior calibre of educational enrichment that is achieved only in uncrowded classroom settings. He concludes that overhead costs can be minimized by paring down the administrative bureaucracy, sharing specialized staff, involving more parents and other adults who are not professional educators in the classroom, and by exploiting existing technology.

In a similar vein Arnessen (1975) reports that, while closing a school may effect modest cost savings, program uniqueness is a factor to be considered as important as financial data when making a closure decision. Her study of declining enrolment suggests that school closure task forces might work toward objectives which would make it possible to keep schools open, rather than work towards objectives which would cause schools to be closed. Maltby (1975) provides further perspective to school closure in suggesting that parental support for schools is generated in part by the availability of several schools perceived to be different in atmosphere. Maltby concludes that centralization leads to standardization, which might well erode parental support where such support currently exists. These are concerns that have also been expressed by Lucas (1979) and Hennessy (1983). When an elementary school is closed, almost always it means a shift from a small institution, the neighbourhood elementary school, to a much larger one further away with the need for busing. This shift has implications for class patterns of parental involvement and exclusion in the education of their children. The involvement of many parents who had been active in supporting and participating in their local elementary school tends to fall away to almost nothing after such a shift. It is abundantly clear that school closure is particularly harsh on working class families. As Connell *et al* (1983) point out, working class parents often lose contact in the transition to both larger and further away schools.

There are, of course, alternatives to school closure. In fact, it could be argued that there is nothing creative about school closure as a typical bureaucratic strategy for adjusting to declining enrolment.

It is worth noting that at the writing of this article, neither the Toronto nor the York (City) Boards of Education have ever taken a school building out of service. This is partially a result of the fact that such boards tend to find ways of broadening the mission of the school and its scope. As Shakeshaft and Gardner (1983) have pointed out, some school districts are now making public schools a cradle-to-grave enterprise through parental and parenting programs, preschool programs, day-care programs, after-school educational programs for latchkey children, weekend and evening courses—both academic and recreational - for all members of the community, special programs for senior citizens, school-housed libraries, and so on.

There is ample evidence to show that declining enrolment resulting in vacant classrooms or school buildings can provide opportunities for the alternative use of schools. This is in keeping with the neighbourhood, community school, and community education concepts fostered in the 1970s. As an example, in both Toronto and the City of York, policies give the first priority for the use of vacant

school space to local non-profit parental interests. As a result of these policies, more than sixty school-based child care programs licensed under the provincial *Day Nurseries Act* have been established in Toronto and York. They have resulted in more than 300 full and part-time jobs; work experience and co-operative education experiences for high school students; day care for children of board and municipal employees located in the schools; and the provision of day care space for parents enrolled in Adult Day School programs such as adult literacy, ESL, and upgrading classes (Shuttleworth, 1984). Furthermore, according to Shuttleworth, the existence of day care centres in the school has acted as a magnet to attract new parents and children, thus helping to offset the effects of declining enrolment. Initiatives of this nature and their effects are in direct contrast to school closure and the effects of school closure.

Alienative Involvement

In recent times, the relationship between school and communities has been steadily moving from one of mutual support to one of mutual distrust. Because of the greater mobility of families in recent years, the movement away from neighbouhood schools in some communities, and school closures, the stabilizing influence of the school has diminished. Our case study of the local school board highlights this point. Parental participation in the school closure proceedings over a period of several weeks provided an opportunity for the establishment of a relationship of mutual support and trust between school personnel, trustees, school board administrators, and members of the electorate. However, it was evident that an atmosphere of distrust soon developed because of the bottom line stances taken by the trustees and administration.

It has been our experience in school closure research that school administrators and trustees have frequently been only minimally committed to the neighbourhood school, community school, community education, and community involvement ideals (see Burns *et al.*, 1984). As a result of this, it is common practice for school boards to close schools when faced with declining enrolment regardless of data and information presented by concerned citizens. In fact, it is our experience that parental and community participation in school closure deliberations is somewhat of a joke. There is something curiously undemocratic about community participation practice when concerned citizen involvement is invited to occur after bottom line decisions have already been made.

Fein (1971) reinforces the notion that the public interest is almost invariably perceived to be better served by educational administrators and trustees by economy of scale decision making. In *The Ecology of the Public Schools*, Fein notes that bottom line decisions have a tendency to result in institutional inadequacy when it comes to the provision of programs and services. In a similar vein, Sarason (1982) notes that the modal process of change (bottom line decision making) leads to regression rather than progression in education.

If the neighbourhood school, community school, community education and, indeed, the community participation ideals are to be realized, then there are three challenges that must be met by a local board of education. At one level, a board must reconsider its conceptualization of the neighbourhood school, community school, community education, and community involvement concepts. At a second level, a board must reaffirm its commitment to the ideals. At a third level, it must utilize these concepts consistently in guiding the policies and practices of school review committees, administration, and school board trustees regardless of declining enrolments and financial constraints.

Where to Begin

In this article, we have been calling for reform in community participation practice and school closure decision making. The neighbourhood school, community school, community education, and parental participation process should be the focus of

reforms. We have already suggested three challenges that must be met by a board if it wishes to implement alternatives to school closure. The dilemma for a board at the present time is the processing of information contained in administrative reports to the board on school closure, as well as data in briefs presented to members of school review committees by concerned citizens over the course of the review period.

As Lucas *et al.* (1979) point out, school boards must never get away with the deception of presentations that serve mainly to provide a facade of parental participation or democratic representation for decisions already made. Whatever else the school review process in school closure might mean, it must at least mean that the information presented to the school review committee by concerned citizens will be analyzed, synthesized, and instantiated within a framework for school closure and school use problem solving. That is, community involvement must occur at the normative planning level where the basic decision of "what ought to be done" (Smith, 1982) takes precedence over the less important operational decisions relating to which school should be closed or remain open.

Given a longer format, we would present our own conception of such an approach. Suffice it to point out here that a rational problem-solving approach involving administrators, trustees, and concerned citizens requires addressing in a systematic way each of the following variables:

(i) clarification of board commitment and intent regarding neighbourhood school, community school, community education, mission, and community involvement ideals;

(ii) a problem-solving model for generating and processing information on the dominant qualities of schools the board purports to espouse;

(iii) identification of agents to be involved in information gathering and processing;

(iv) a description of the phases of activity in which agents will be involved;

(v) a description of the roles to be played by agents involved in information gathering and processing;

(vi) an identification of the criteria to be utilized in decision making.

Since declining enrolment data and school use decision making are the dominant activities in such an approach, the phases of data collection and problem-solving processes could be made the "normative order" rather than bottom line kinds of decisions. By this we mean that school review committees ought to specify what agents ought to do, how information ought to be processed, and according to what criteria. This we believe would have the effect of reducing the gap between the normative obligation (what boards ought to do) and their factual performance (what they do in practice) when school board trustees and administrators attempt to adjust the system to declining enrolments and problems of funding.

Conclusion

The question of how to proceed when considering the alternative use of school space, including the possible sharing of unused space with a neighbouring school system and other agencies and organizations in the community, is difficult to answer. However as we have pointed out elsewhere (see Burns, 1983), viewing the school for an alternative use perspective means that school trustees must utilize in a creative way information derived from community involvement. In this approach, it is necessary to process in a comprehensive and sensitive way data from and about the community gained prior to and around the time of decision making.

In this regard, school board administrators and trustees have a tendency to think in terms of school closure rather than in terms of alternative use of schools. This may be largely a function of the fact that they also fail to apply a range of criteria in decision making when addressing declining enrolment problems. In any plan of action for coping with such problems we recommend that school board trustees and administrators utilize criteria that would permit them to conform with Ministry of Education

School Closure Policy Requirements (see in particular, Memoranda 1981:B2-1; B2-1; B-2-3; B2-4). More specifically, the development, presentation, and consideration of information regarding:

- the general social effects of the school on the community;
- the general social effects of school closure on the community;
- the general economic effects of the school on the community;
- the general economic effects of school closure on the community;
- the effects of closure on community activities of a social nature which take place on the school premises;
- the effects of closure on community activities of an educational nature which take place on the school premises;
- the effects of closure on community activities of a cultural nature which take place on the school premises;
- the effects of closure on community activities of a recreational nature which take place on the school premises;
- the effects of a closure of a specific school on the attendance area defined for that school;
- the effects of closure of a specific school on attendance at other schools;
- the effects of closure for the need and extent of bussing;
- the implications for the program for students in the school(s) under consideration for closure;
- the implications for the program for students in the schools which may be affected by the school being closed;
- the financial effects of closing the school;
- the financial implications of closing the school;
- the financial effects of not closing the school;
- the financial implications of not closing the school;
- the alternative use of the school if not closed;
- the alternative use of the school if it is closed;
- the alternative disposition of the school if it is closed.

As a result of current approaches to declining enrolments, some boards of education have become accustomed to viewing closure as the only solution. Such boards require a plausible agenda for reform. The authors believe that a practical basis for reform could exist when factors identified in this article have been seriously addressed by administrators and trustees.

The concept of reform raises the question of when should a school be closed? Marshall (1985) provides perspective to this issue in stating that one- and two-teacher elementary schools that are good by any standards proliferate throughout Canada and the rest of the world. He points out, for example (see p.16), that:

- there are more than 100 such schools in Manitoba;
- Iceland's rural elementary schools have an average enrolment of 50;
- one-third of New Zealand's elementary schools are one- or two-teacher institutions;
- 36% of Scotland's primary schools have fewer than 100 students, 25% have fewer than 50;
- 70% of all Finnish elementary students are enrolled in schools with three or fewer teachers;
- 80% of Portuguese children go to school with no more than two classrooms; and
- there are 11,000 one-teacher rural schools in France.

What seems to us to be missing from most accounts is the total lack of commitment of trustees and administrators to the neighbourhood school, community school, community education, and community participation concepts. The general course which we suggest, then, is fidelity to these principles when processing information for school use decision making.

References

Andrews, R.L. *et al.* *The Environmental Impact of School Closure.* Bureau of School Services and Research, University of Washington, August 23, 1974. p.45 (ED 112 521).

Arnessen, A. "Task Force on Declining Enrolments." Madison, Wisconsin: Madison Public Schools, August, 1975. (ED 137 902).

Berger, G. "Stages in Decline: How an Educational Organization Scales Down." Paper presented to the Annual Meeting of the American Educational Research Association, New York, New York, 1982b.

Berger, G. "Why Communities Protest School Closing." Paper presented to the Annual Meeting of the American Educational Research Association, New York, New York, 1982b.

Broly, J.A. "How to Close a School and Not Tear Your Community Apart in the Process." *American School Board Journal*, 163, 6, June, 1976, 31-35.

Burns, G.E. *et al.* "School Closure Policy and Implementation Practice in Select Regions of Ontario." Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, 1983.

Burns, G.E. *et al.* "School Closure Policy Development and Implementation: Implications for Administrators." *The Educational Administrator*, 23, 27, April, 1984, 1-6.

Connell, R.W. *et al.* *Making the Difference: School, Families and Social Division.* Boston: George Allen and Unwin, 1983.

Dawson, D.A. *Economics of Scale and Cost-Quality Relationships in Elementary and Secondary Schools: A Survey.* Toronto: Commission on Declining Enrolment in Ontario, March, 1978.

Eismann, D. *et al.* *Schools and Neighbourhoods Research Study: School Building Use Study.* Seattle: City of Seattle Public Schools, December 1976, 27.

Eismann, D. *et al.* *Schools and Neighbourhood Research Study: Phase One - Executive Summary.* Seattle: City of Seattle and Seattle Public Schools, December, 1976 (ED 133 910).

Fein, Leonard J. *The Ecology of the Public Schools: Inquiry into Community Control.* New York: Pegasus, 1971.

Hennessy, Peter. "Forging Citizenship Values for the Post-Industrial Era." Paper presented at the Moral Values Education Conference, Toronto, Ontario, April 22, 1983.

Hind, I.W. "Some Economic Aspects of the Provision of Educational Services to Rural Areas." Paper presented at the National Conference on New Directions in Rural Education, Perth, Australia, 1979 (ED 216822).

Johnson, H. "School Closure: How Much Impact on the Community." *Phi Delta Kappan*, 59, 5, January, 1978, 357-59.

Leggett, S. "You Don't Always Have to Close a School Just Because Enrolment is Dwindling." *American School Board Journal*, 164, 2, February, 1977, 27-28.

Lucas, B.G. *et al.* "Parent Advisory Committees in Quebec: An Experiment in Mandated Parental Participation." *Interchange*, 10, 1, 1978/79, 26-40.

Maltby, G.P. "The Organization of Catholic Secondary Schools: A Preliminary Statement on Catholic School Governance." Paper presented at the 60th Annual Meeting of the American Educational Research Association, Washington, D.C., March 3, 1975, p. 13 (ED 125 146).

Marshall, D.G. "Closing Small Schools or When Is Small Too Small?" *Education Canada*, Fall, 1985, 11-16.

Ontario Ministry of Education. *School Closure Policy for School Boards.* Toronto, Ontario: Memorandum 1981:B2-3.

Peskin, A. "The Issue of School Consolidation: Perspectives on a Fateful Conflict," in L. Rubin (ed.) *Critical Issues of Educational Policy.* Boston: Allyn and Bacon, 1980.

Peskin, A. *Schools and Neighbourhoods Research Study: The Neighbourhood Survey Final Report.* Prepared by Mathematic Policy Research, Seattle: City of Seattle Public Schools, August, 1976.

Peskin, A. *Schools and Neighbourhoods Research Study: Neighbourhood Impact Study.* Bureau of School Service and Research, University of Washington, Seattle: City of Seattle and Seattle Public Schools, August, 1976.

Peskin, A. *Schools and Neighbourhoods Research Study: Neighbourhood Impact Study Final Report.* Prepared by the Bureau of School Service and Research, University of

Washington, Seattle: City of Seattle Public Schools, August, 1976 (ED 133 913).

Sarason, S. *The Culture of the School and the Problem of Change*, 2nd ed. Boston: Allyn and Bacon, 1982.

Shakeshaft, C. *et al.* "Declining to Close Schools: An Alternative for Coping with Enrolment Decline." *Phi Delta Kappan*, March, 1983, 492-496.

Shellenbarger, M. *Small Schools Task Force*. Eugene Public Schools, School District 4J, February, 1976.

Sher, J.P. "Rethinking School District Reorganization." *Compact*, Summer, 1977, 13-15. 13-15.

Shuttleworth, D.E. "Day Care in the School: A Decade of Community Development." *Orbit* 72, 15, 4, December, 1984, 20-21.

Smith, L.G. "Mechanisms for Public Participation at a Normative Planning Level in Canada." *Canadian Public Policy*, 8, 4, 561-572.

Wells, Honourable T.L., Minister of Education, Ontario. Remarks to Ontario Communities and Schools Conference. London, Ontario, October 30, 1974.

Wells, Honourable T.L., Minister of Education, Ontario. Presentation of Ministry Estimates, October 31, 1975a.

Wells, Honourable T.L., Minister of Education, Ontario. Presentation to the 52nd Annual Conference of the Canadian Education Association, Toronto, September 24, 1975b.

Zito, G.V. *Sociological Concepts*. New York: Irvington Publishers, 1979.

Stay Current and Updated, Administrators!

Marlow Ediger

A major problem in the field of school administration is maintaining interest in this vital endeavour in education. One hears expressions such as the following pertaining to school administrators:

1. He/she is no longer interested in being a school administrator.
2. The administrator is holding on until retirement time.
3. The principal/superintendent does not want to rock the boat and thus is not innovative.
4. He/she locks himself/herself in the office so that decisions do not need to be made.
5. The administrator shows ignorance and does not keep abreast of current trends in education.

There are school administrators who are guilty of one or more of the above criticisms and yet stay on year after year within a school system. There are receiving schools who hire these kinds of administrators for a variety of reasons. Situations such as these are sad indeed! Students in the school and class setting need to achieve relevant objectives. A school administrator has a vital role to play in providing leadership to improve the curriculum. Important curricular decisions need to be made to assist each student achieve in an optimal manner.

Maintaining Interest in School Administration

Education is a continuous process and should never cease during one's lifetime. There is no exception to this statement when it comes to the profession of educational administration. The explosion of information continues to double each five to ten years. In the area of school administration, professional books, journals, manuscripts, brochures, leaflets, and other printed materials, as well as audio-visual ma-

CITY COUNCIL
HAMILTON, CANADA

Alderman Mary Kiss

71 MAIN STREET WEST L8N 3T4 • (416) 546-2730 • RES. (416) 525-5932 – WARD 1

4 June 1991

Mrs. Nancy Leslie
Chairperson & Members
Review & Analysis Committee
Hamilton Public School Board
c/o 76 Chatham Street
Hamilton, Ontario
L8P 2B4

Dear Friends:

I am writing to you in support of the retention of Allenby School and expansion of children's and adult's programming at that location.

From a planning perspective, I believe good planning also involves the retention of schools in order to serve the immediate neighbourhoods. Allenby School is an asset to the Community.

Since many young couples are purchasing homes in the Allenby School area and babies are back in style, this school is needed now and in the future.

Yours very truly,

Mary Kiss
Alderman, Ward 1

MK:sn

c.c. Chairman & Members, Board of Education, 100 Main St. W., Hamilton, L8P 1H6

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

P R O G R A M D E P A R T M E N T

T E X T B O O K S

SUBJECT TO BOARD RATIFICATION

SECONDARY SCHOOLS

Prepared By:	Submitted By:	Approved By:
William Oja	D. R. Skidmore	K. A. Rielly
Textbook Department	Superintendant of Program	Director of Education
06/11/91		and Secretary

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
001 VISUAL ARTS						
BASIC HISTORY OF ART,A	PRN 1987	PRENTICE-HALL	45.00	9		43794
DESIGN SYNECTICS	FHW 1989	FITZHENRY & WHITESIDE	28.00	8		46029
HISTORY OF THE THEATRE,A	PIP 1985	PIPPIN	30.00	3		44750
PHOTOGRAPHY IN FOCUS 4TH ED	CCP 1990	COPP CLARK PITMAN	28.00	8		46011
002 BUSINESS STUDIES						
BEDFORD ACCOUNTING ADV APPLICATIONS WKBK	ADD 1989	ADDISON-WESLEY	18.50	3		43729
ELECTRONIC SPREADSHEET LOTUS 1, 2, 3	BEN 1989	GESTION NICOLE BENOIT	20.00	8		44875
ENTREPRENEURSHIP:CREATING A VENTURE	WIL 1990	JOHN WILEY	39.50	2		45997
FUNDAMENTAL ACCOUNTING PRINCIPLES 6TH ED	MOS 1990	C.V. MOSBY	53.00	3		48397
FUNDAMENTAL ACCOUNTING PRINCIPLES 6TH ED WK 1-14	1990	C.V. MOSBY	18.00	8		48405
FUNDAMENTAL ACCOUNTING PRINCIPLES 6TH ED WK 15-28	1990	C.V. MOSBY	18.00	8		48447
KEYBOARDING:AN INNOVATIVE APPROACH	ADD 1990	ADDISON-WESLEY	17.00	8		44644
LOTUS 1-2-3 INSTRUCTORS MANUAL	ADD 1989	ADDISON-WESLEY	10.50	9		43638
LOTUS 1-2-3 ST ED	ADD 1989	ADDISON-WESLEY	50.00	3		43810
PEOPLE TO PEOPLE TCH/GD	CCP 1987	COPP CLARK PITMAN	59.00	9		43596
PROBLEM SOLVING AND FILE HANDLING	OUP 1986	OXFORD UNIVERSITY PRESS	20.00	8		43737
STUDY OF ENTREPRENEURSHIP, THE	WIL 1986	JOHN WILEY	50.00	8		45971
THE LAW IN CANADA	PRN 1990	PRENTICE-HALL	32.95	1		48488
UNDERSTANDING LAW	MHR 1989	MCGRAW HILL RYERSON	43.00	3		43646
WORDS INTO PRINT APP WORD PROCES TYPEWRITING	WIL 1984	JOHN WILEY	26.00	3		43679
WORLD OF BUSINESS:A CANADIAN PROFILE 2ND ED	WIL 1987	JOHN WILEY	25.50	8		43141
003 COMPUTER STUDIES						
COMPUTERS & PROBLEM SOLVING:A CASE STUDY APPROACH TCHGD		MCGRAW HILL RYERSON	44.00	9		44610
COMPUTERS & PROBLEM SOLVING:A CASE STUDY APPROACH TEXT		MCGRAW HILL RYERSON	36.00	1		44602
010 ENGLISH LANGUAGE AND LITERATURE						
ACCELERATE DESTINATIONS	PRN 1990	PRENTICE-HALL	15.00	8		44784

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
010 ENGLISH LANGUAGE AND LITERATURE						
AFTER THE ECLIPSE	OUP 1990	OXFORD UNIVERSITY PRESS	21.00	8		44792
CANADIAN HANDBOOK OF GRAMMAR AND USAGE	GAG 1984	GAGE	7.50	8		43950
COMMUNICATION WORKS:THINK,PLAN,SPEAK,WRITE	OUP 1990	OXFORD UNIVERSITY PRESS	18.00	8		44735
CURRENTS IN FICTION	MMC 1989	MAXWELL MACMILLAN	19.00	2		43851
CYCLES 4 TCH/GD	PRN 1990	PRENTICE-HALL	30.00	9		43828
CYCLES 4 TEXT	PRN 1990	PRENTICE-HALL	29.50	8		43836
DISCOVERING CONNECTIONS 3 2ND ED	GAG 1990	GAGE	19.00	3		44545
ENJOYING MORE POETRY	GAG 1989	GAGE	16.00	3		44669
FAST FORWARD DESTINATIONS	PRN 1990	PRENTICE-HALL	27.50	8		44685
HANDBOOK OF ENGLISH 4TH CAN ED	MHR 1986	MCGRAW HILL RYERSON	23.50	2		43976
HANDBOOK OF ENGLISH 4TH CAN ED TCH/GD	MHR 1986	MCGRAW HILL RYERSON	6.50	9		43968
LITERACY EXPERIENCES V2	PRN 1989	PRENTICE-HALL	19.00	8		43984
LITERARY EXPERIENCES V2 TCG/GD	PRN 1989	PRENTICE-HALL	27.00	9		43992
NEW ROGET'S THESAURUS IN DICTIONARY FORM	ABC 1989	ACADEMIC BOOK CARAVANS	5.50	8		44586
NOT ABOUT HEROES	PBS 1983	PENGUIN BOOKS	7.00	3		44065
OXFORD SENIOR DICTIONARY	OUP 1989	OXFORD UNIVERSITY PRESS	13.50	3		44560
PROCESS AND PRACTICE:CDN WRITING WKBK 3RD ED	MHR 1989	MCGRAW HILL RYERSON	18.00	8		44743
PROSE: SHORT FORMS	PRN 1990	PRENTICE-HALL	12.00	8		44768
RELATING:CONNECTIONS BK 2ND ED	GAG 1990	GAGE	18.00	8		44537
RHYME AND REASON	MHR 1968	MCGRAW HILL RYERSON	13.50	3		44016
SIGHTLINES	IRW 1989	IRWIN PUBLISHING	18.00	8		44552
SPEAK FOR YOURSELF:LISTENING, THINKING, SPEAKING	NEL 90	NELSON	14.00	8		44776
VIMY	PBS 1987	PENGUIN BOOKS	8.00	3		44057
WAYS WITH WORDS	IRW 1989	IRWIN PUBLISHING	5.00	3		44677
014 ENGLISH-MEDIA LITERACY						
MEDIA WORLD	OUP 1989	OXFORD UNIVERSITY PRESS	18.00	8		43927

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
020 GEOGRAPHY						
CANADA:A NEW GEOGRAPHY 3RD ED	HRW 1982	HOLT, RINEHART & WINSTON	30.00	8		43521
CANADA:ITS LAND AND PEOPLE TCH ED	REI 1986	REIDMORE BOOKS	10.00	9		43588
CANADIAN OXFORD INTERMEDIATE ATLAS, THE	OUP 1984	OXFORD UNIVERSITY PRESS	15.00	8		43562
GAGE ATLAS OF THE WORLD	GAG 1985	GAGE	25.00	8		43323
GEOCANADA	MHR 1990	MCGRAW HILL RYERSON	27.00	8		44628
GEOGRAPHY:KEY CONCEPTS BASIC SKILLS	PIP 1989	PIPPIN	25.00	8		43802
GEOGRAPHY:KEY CONCEPTS BASIC SKILLS TCHR	PIP 1989	PIPPIN	10.00	9		43539
GLOBAL CHALLENGE:A STUDY OF WORLD ISSUES	OUP 1990	OXFORD UNIVERSITY PRESS	28.00	8		44891
INVESTIGATING CANADA	IRW 1990	IRWIN PUBLISHING	30.00	8		43422
NEW STATE OF THE WORLD ATLAS,THE	GPM 1984	GENERAL PUBLISHING	35.00	8		43414
STATE OF WAR ATLAS:ARMED CONFLICT ARMED PEACE	MON 1983	MONARCH	16.00	8		43406
TECTONIC PROCESSES	IRW 1989	IRWIN PUBLISHING	13.00	9		44925
030 HISTORY						
CANADA:THE TWENTIETH CENTURY	FWH 1990	FITZHENRY & WHITESIDE	28.00	8		43331
045 FAMILY STUDIES						
CARING PARENT,THE	MMC 1983	MAXWELL MACMILLAN	37.00	9		43786
CHILD DEVELOPMENT AND PARENTING	IRW 1990	IRWIN PUBLISHING	30.00	9		43778
MODERN DENTAL ASSISTING 4TH ED	HBJ 1983	HARCOURT BRACE JOVANOVICH	26.50	2		45906
MODERN DENTAL ASSISTING 4TH ED WRKBKS	HBJ 1983	HARCOURT BRACE JOVANOVICH	16.00	2		45914
050 LANGUAGE: CORE PROGRAM						
A LIRE ABSOLUMENT	HBJ 1982	HARCOURT BRACE JOVANOVICH	10.00	3		43240
AVENTURE A BORDEAU	CCP 1989	COPP CLARK PITMAN	7.00	9		43166
BLICKPUNKT DEUTSCHLAND 2ND ED	HMF 1983	HOUGHTON MIFFLIN	32.00	2		44974
CAMBRIDGE LATIN COURSE UNIT 3 3RD ED TEXT	IRW 1989	IRWIN PUBLISHING	37.00	2		43901
CAMBRIDGE LATIN COURSE UNIT 3 3RD ED WRKBK	IRW 1989	IRWIN PUBLISHING	7.50	3		43893
DISCOURS EN LIBERTE	MED 1988	MEDIALIV	4.00	8		48256

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
050 LANGUAGE: CORE PROGRAM						
FAITS ET FICTION	MED 1987	MEDIALIV	4.00	8		48264
FANTAISIE ET REALITE	MED 1988	MEDIALIV	4.00	8		48280
GERMAN TODAY 2 WRKBK	HMF 1989	HOUGHTON MIFFLIN	9.00	3		45823
GIENS DE CHEZ NOUS	IRW 1989	IRWIN PUBLISHING	13.00	8		43869
INVITATION ET VOYAGE, DEUXIEME DOSSIER	MED 1988	MEDIALIV	4.00	8		48371
MESSAGES ET COULEURS, QUATRIEME DOSSIER	MED 1988	MEDIALIV	4.00	8		46169
MYSTERE A AMBOISE	CCP 1989	COPP CLARK PITMAN	7.00	9		43265
PAROLES, MOTS ET VIGNETTES PREMIER DOSSIER	MED 1988	MEDIALIV	4.00	8		48363
PERSONNES ET PERSONNAGES, TROISIEME DOSSIER	MED 1988	MEDIALIV	4.00	8		48389
SONS ET IMAGES	MED 1988	MEDIALIV	4.00	8		48355
SUPERLECTURES	HBJ 1989	HARCOURT BRACE JOVANOVICH	12.50	8		43844
055 LANGUAGES: THE AUTHORS						
L'ISOGRAMMEX CAHIER D'EXERCIES POOR L'ISOGRAMME	PRN 1989	PRENTICE-HALL	13.00	8		45872
060 MATHEMATICS						
FINITE MATHEMATICS	MHR 1988	MCGRAW HILL RYERSON	32.00	3		43398
MATH TODAY 10	PRN 1990	PRENTICE-HALL	30.00	8		43281
VISA 9 MATHEMATIQUES	GAG 1987	GAGE	26.00	2		45880
070 PHYSICAL AND HEALTH EDUCATION						
BASES OF FITNESS	MMC 1989	MAXWELL MACMILLAN	25.00	8		46045
CHOICES FOR LIVING 9	MMC 1987	MAXWELL MACMILLAN	15.00	8		45864
HEALTH/FITNESS:INSTRUCTOR'S HANDBOOK	MCS 1989	MCCLELLAND AND STEWART	48.00	9		46052
HEALTHWISE 1	NEL 1990	NELSON	17.00	8		44123
LIFETIME COMMITMENT, A	MMC 1989	MAXWELL MACMILLAN	25.00	8		46037
MENTAL TOUGHNESS FOR SPORTS	PBS 1989	PENGUIN BOOKS	13.00	8		44149
MODERN PRINCIPLES OF ATHLETIC TRAINING 7TH ED	MOS 1988	C.V. MOSBY	55.00	3		44115
NEW TEENAGE [illegible]DY BOOK,THE	BODY PRESS 1989	STE[illegible]	8.00	9		[illegible]081

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
070 PHYSICAL AND HEALTH EDUCATION						
NEWTON AT BAT:THE SCIENCE IN SPORTS	MMC 1989	MAXWELL MACMILLAN	15.00	9		46078
PHYSIOLOGY OF EXERCISE:RESPONSE AND ADAPTIONS	MMC 1989	MAXWELL MACMILLAN	49.00	9		46060
VIVRE SA VIE 1	GMC 1987	GLOBE/MODERN CURRIC PRESS	13.00	8		48322
VIVRE SA VIE 2	GMC 1987	GLOBE/MODERN CURRIC PRESS	13.00	8		48330
VIVRE SA VIE 3	GMC 1987	GLOBE/MODERN CURRIC PRESS	13.00	8		48348
080 SCIENCE						
BIOLOGY OF OURSELVES	WIL 1990	JOHN WILEY	30.00	8		43364
BIOTECHNOLOGY:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		48066
BIOTECHNOLOGY:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48165
COSMETICS:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		47977
COSMETICS:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48215
DYES AND DYEING:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		47985
DYES AND DYEING:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48207
ELECTRONICS:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		48058
ELECTRONICS:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48108
FOOD AND MICROBES:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		47993
FOOD AND MICROBES:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48116
FORENSIC SCIENCE:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		48017
FORENSIC SCIENCE:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48157
FOUNDATIONS OF CHEMISTRY 2ND ED	HRW 1990	HOLT, RINEHART & WINSTON	35.00	8		44818
INSIGHTS 10 TEXT	CCP 1990	COPP CLARK PITMAN	32.50	8		48173
INSIGHTS 10 WRKBK	CCP 1990	COPP CLARK PITMAN	6.00	8		48074
INSIGHTS 10 TCHGD	CCP 1990	COPP CLARK PITMAN	54.00	9		48181
PHYSICS:A PRACTICAL APPROACH	WIL 1990	JOHN WILEY	46.00	3		44867
PLANT SCIENCE:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		48025
POLLUTION:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		48033

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
080 SCIENCE						
POLLUTION:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48132
SCIENCE IN SOCIETY:CLASSICAL AND CONTEMPORARY READINGS		THOMPSON EDUCATIONAL	30.00	8		44966
SPORTS SCIENCE:SCIENCE AT WORK STBK	CCP 1990	COPP CLARK PITMAN	8.50	8		48041
SPORTS SCIENCE:SCIENCE AT WORK TCHGD	CCP 1990	COPP CLARK PITMAN	10.50	9		48124
STRUCTURE AND FUNCTION IN MAN	SBC 1989	W.B. SAUNDERS	40.00	8		44941
090 TECHNOLOGICAL STUDIES						
APPLYING AUTOCAD	CMC 1989	COLLIER MACMILLAN	40.00	8		45930
FLUID POWER 3RD ED	CMC 1980	COLLIER MACMILLAN	43.00	8		45948
FLUID POWER 3RD ED WRKBKS	CMC 1980	COLLIER MACMILLAN	22.00	2		45955
HOME MAINTENANCE ST GUIDE	CMC 1978	COLLIER MACMILLAN	10.00	8		44164
MANUFACTURING TECHNOLOGY	NEL 1989	NELSON	40.00	8		44529
PRINCIPLES AND PRACTICES OF LIGHT CONSTRUCTION	PRN 1986	PRENTICE-HALL	49.00	8		43315
READER'S DIGEST COMPLETE DO-IT-YOURSELF MANUAL	RDC 1989	READER'S DIGEST ASSOC	40.00	8		48231
TELEVISION PRODUCTION 3RD ED	MHR 1989	MCGRAW HILL RYERSON	55.50	8		44503
USING AUTO CAD 3RD ED	NEL 1989	NELSON	20.00	8		43356
102 COMMERCE						
COMPTABILITE INTEGREE VERSION FRANCAISE	ADD 1990	ADDISON-WESLEY	32.00	2		46250
110 ENGLISH-LANGUAGE AND LITERATURE						
COMBINING SENTENCES	PRN 1987	PRENTICE-HALL	7.00	3		46193
MACBETH	HBJ 1989	HARCOURT BRACE JOVANOVICH	8.00	2		46227
WHAT'S ON CAHIER NIVEAU SEC II	GUE 1985	GUERIN EDITEUR LTEE	8.50	2		46201
WHAT'S ON MANUEL NIVEAU SEC II	GUE 1985	GUERIN EDITEUR LTEE	17.00	2		46219
120 GEOGRAPHIE						
NOTRE CANADA	OUP 1990	OXFORD UNIVERSITY PRESS	36.00	2		46094
130 HISTOIRE						
CIVILISATI[illegible] DANS L'HISTOIRE-NIVEAU AVANCE	GUE 1990	GUE[illegible] EDITEUR LTEE	21.50	2		[illegible]136

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
130 HISTOIRE						
CIVILISATIONS DANS L'HISTOIRE-NIVEAU GENERAL	GUE 1990	GUERIN EDITEUR LTEE	21.50	2		46102
PLEINS FEUX SUR LE CANADA	MHR 1990	MCGRAW HILL RYERSON	28.00	2		71753
160 MATHEMATIQUE						
MATHEMATIQUES POUR UN MONDE MODERNE LIVRE 3	TRECARRE 89	GAGE	27.00	2		46144
MATHEMATIQUES POUR UN MONDE MODERNE LIVRE 4	TRECARRE 89	GAGE	36.00	2		46151

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TEXTBOOK ADMINISTRATION

APPROVAL CODES

1. MINISTRY'S CIRCULAR 14 APPROVAL
   OR MINISTERIAL LETTER OF APPROVAL

2. APPROVED UNDER PROVISION "2C" OF CIRCULAR 14
   AND THE REGULATIONS ALLOWING FOR LOCAL
   OPTION BY THE BOARD.
   E.G. ENGLISH LITERATURE; THEATRE ARTS;
   LITTERATURE FRANCAIS; THE AUTHORS IN MODERN
   LANGUAGES; THE CLASSICS

3. SUPPLEMENTARY TEXT/MATERIAL
   E.G. DRILL/EXERCISE BOOKS, KITS,
   LAB MANUALS, READERS

4. MINISTRY APPROVAL WITHDRAWN
   TEXT NO LONGER IN CIRCULAR 14,
   LETTER OF DISAPPROVAL

5. CIRCULAR 14 DOES NOT LIST ANY TEXT
   FOR THIS SUBJECT AREA/PROGRAM
   E.G. BIOLOGY RP 50, CONSUMER STUDIES,
   ENVIRONMENTAL SCIENCE, INDUSTRIAL ARTS,
   INFORMATICS, SHORTHAND, WORLD RELIGIONS.

6. TEXT/BOOK OR RELATED ITEM MUST BE SOLD BY THE
   SCHOOLS BOOKSTORE OR EQUIVALENT FACILITY

7.

8. CLASS-SET (NODRIC) APPROVAL ONLY

9. REFERENCE BOOK APPROVAL (2-10 COPIES ONLY)
   INCL TEACHERS' EDITIONS OF APPROVED TEXTS

0. BOARD APPROVAL WITHDRAWN
   OR TEXT NO LONGER AVAILABLE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

P R O G R A M D E P A R T M E N T

T E X T B O O K S

SUBJECT TO BOARD RATIFICATION

ELEMENTARY SCHOOLS

Prepared By:
William Oja
Textbook Department
06/11/91

Submitted By:
D. R. Skidmore
Superintendant of Program

Approved By:
K. A. Rielly
Director of Education
and Secretary

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY						
CLASSROOM STARTERS	MRI 1990	MIND RESOURCES	16.00	3		45344
DENNIS LEE'S BIG BOOK OF POETRY	GAG 1985	GAGE	50.00	3		45435
HAVE YOU SEEN BIRDS SHARED READING MATERIALS	SCH 1990	SCHOLASTIC	36.00 KT	3		45070
I KNOW AN OLD LADY SHARED READING MATERIALS	SCH 1990	SCHOLASTIC	18.00 KT	3		45088
IMPRESSIONS 3:LISTENING PROGRAM	HBJ 1988	HARCOURT BRACE JOVANOVICH	93.50 KT	3		45302
IN MY BACKYARD SHARED READING MATERIALS	SCH 1990	SCHOLASTIC	17.00 KT	3		45039
JILLIAN JIGS SHARED READING MATERIALS	SCH 1990	SCHOLASTIC	36.00 KT	3		45047
JOURNEYS IN LANG ARTS 3 LEVEL 7 SKILL PRAC	GIN 1989	GINN AND COMPANY	6.00	3		45690
JOURNEYS LEVEL 5 A NET OF MOONBEAMS ANTHOL	GIN 1989	GINN AND COMPANY	12.00	3		45278
JOURNEYS LEVEL 5 I WONDER INVENTIONS	GIN 1989	GINN AND COMPANY	4.00	3		45294
JOURNEYS LEVEL 5 SPRINGBOARDS 2	GIN 1989	GINN AND COMPANY	7.00	3		45161
JOURNEYS LEVEL 5 TCHRS MANUAL	GIN 1989	GINN AND COMPANY	46.00	9		45252
JOURNEYS LEVEL 6 I WONDER PLANTS	GIN 1989	GINN AND COMPANY	4.00	3		45237
JOURNEYS LEVEL 6 LONG, LONG AGO ANTHOL	GIN 1989	GINN AND COMPANY	12.00	3		45229
JOURNEYS LEVEL 6 SPRINGBOARDS 2	GIN 1989	GINN AND COMPANY	8.00	3		45211
JOURNEYS LEVEL 6 TCHRS RESOURCE BK	GIN 1989	GINN AND COMPANY	46.00	9		45195
JOURNEYS LEVEL 7 A POCKETFUL OF STARS ANTHOL	GIN 1989	GINN AND COMPANY	14.00	3		45187
JOURNEYS LEVEL 7 ACTIVITY BK 3	GIN 1989	GINN AND COMPANY	4.50	3		44982
JOURNEYS LEVEL 7 SPRINGBOARDS 3	GIN 1989	GINN AND COMPANY	8.00	3		45179
JOURNEYS LEVEL 8 ACTIVITY BK 3	GIN 1989	GINN AND COMPANY	4.50	3		45005
JOURNEYS LEVEL 8 IN A COUNTRY FAR AWAY ANTHOL	GIN 1989	GINN AND COMPANY	14.00	3		45021
JOURNEYS LEVEL 8 SPRINGBOARDS 3	GIN 1989	GINN AND COMPANY	8.00	3		45013
JOURNEYS LEVELS 1 & 2 TCHRS RESOURCE BK	GIN 1989	GINN AND COMPANY	43.00	9		44990
MATH MASTER,THE LEVEL 2	GOOD APPLE 1989	MIND RESOURCES	8.00	3		45419
MORE SPAGHETTI I SAY SHARED READING MATERIALS	SCH 1990	SCHOLASTIC	28.00 KT	9		45054
SPELLING WORKOUT D	GMC 1989	GLOBE/MODERN CURRIC PRESS	8.00	3		44800

BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
005 PRIMARY						
STORY BOX ADDITION READ-TOGETHER-MATH	GIN 1989	GINN AND COMPANY	18.00	3		45120
STORY BOX JELLYBEANS READY,SET,GO SET A	GIN 1988	GINN AND COMPANY	23.00	3		45104
STORY BOX JELLYBEANS READY,SET,GO SET B	GIN 1989	GINN AND COMPANY	23.00	3		45112
STORY BOX SUBTRACTION READ-TOGETHER-MATH	GIN 1989	GINN AND COMPANY	18.00	3		45146
SUNSHINE SERIES EARLY EMERGENT FICTION 2	GIN 1988	GINN AND COMPANY	24.00	3		45153
SUNSHINE SERIES THE WICKED PIRATES BIG BOOK	GIN 1988	GINN AND COMPANY	28.00	3		45468
THREE BEARS,THE SHARED READING MATERIALS	SCH 1990	SCHOLASTIC	17.00	3		45062
WE DISCOVER READING WKBK 1	BLM 1989	BRITANNICA	9.00	3		45427
WRITING PROGRAMME, THE 1 TCH/MAN	GMC 1988	GLOBE/MODERN CURRIC PRESS	15.00	9		42887
WRITING PROGRAMME, THE 1 WRKBK	GMC 1988	GLOBE/MODERN CURRIC PRESS	10.00	2		42911
WRITING PROGRAMME, THE 2 TCH/MAN	GMC 1988	GLOBE/MODERN CURRIC PRESS	15.00	9		42895
WRITING PROGRAMME, THE 2 WRKBK	GMC 1989	GLOBE/MODERN CURRIC PRESS	10.00	2		42929
WRITING PROGRAMME, THE 3 TCH/MAN	GMC 1988	GLOBE/MODERN CURRIC PRESS	15.00	9		42903
WRITING PROGRAMME, THE 3 WRKBK	GMC 1989	GLOBE/MODERN CURRIC PRESS	10.00	2		42937
006 JUNIOR						
JOURNEYS 4 TCHRS RESOURCE BK A	GIN 1989	GINN AND COMPANY	40.00	9		45476
JOURNEYS 4 TCHRS RESOURCE BK B	GIN 1989	GINN AND COMPANY	40.00	9		45484
018 ENGLISH/LANGUAGE ARTS						
CANADIAN DICTIONARY FOR CHILDREN, THE	CMC 1984	COLLIER MACMILLAN	20.00	3		45369
MEET THE MEDIA	GMC 1989	GLOBE/MODERN CURRIC PRESS	12.00	3		45583
020 GEOGRAPHY						
EXPLORING HUMAN PATTERNS	PRN 1989	PRENTICE-HALL	25.00	2		45716
HUMAN GEOGRAPHY:A WORLD PERSPECTIVE	HBJ 1989	HARCOURT BRACE JOVANOVICH	20.00	2		45724
INVESTIGATING THE HUMAN WORLD	GAG 1990	GAGE	27.50	2		45757
NYSTROM WORLD ATLAS	PST 1989	MICHAEL PRESTON	5.00	8		44834
OUR WORLD DISCOVERING PATTERNS IN HUMAN GEOGRAPHY	1989	D. C. HEATH	28.00	2		45765

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
020 GEOGRAPHY						
PATTERNS IN THE HUMAN WORLD	MHR 1990	MCGRAW HILL RYERSON	26.00	2		45732
027 SOCIAL STUDIES						
INVESTIGATING THE HUMAN WORLD	GAG 1990	GAGE	27.50	2		45757
030 HISTORY						
COMMUNITY CANADA	OUP 1990	OXFORD UNIVERSITY PRESS	21.00	8		48454
050 LANGUAGE: CORE PROGRAM						
CANADA MON PAYS, MON HERITAGE CAHIER D'ACTIV	LID 1989	LIDEC INC	8.50	8		45500
CANADA MON PAYS, MON HERITAGE LIVRE DE L'ELEVE	LID 89	LIDEC INC	25.00	8		45492
FRENCH VOCABULARY HANDBOOK FOR CDN SCHOOLS	RES 1989	RESOURCE CENTRE	5.00	8		44859
MIMI, PAUL ET CHABICHOU SET OF 10	MON 1986	MONDIA EDITEURS	26.00	3		45534
055 LANGUAGES: THE AUTHORS						
MINI DEBUTANTS.MON PREMIER VRAI DICTIONNAIRE	FRA 1986	EDITIONS FRANCAIS	25.00	3		45401
057 FRENCH IMMERSION						
ABEILLES ATTAQUENT,LES	AQC 1989	AQUILA COMMUNICATIONS	7.00	3		47035
BONHOMME D'HELENE,LE	SCH 1989	SCHOLASTIC	6.00	3		46953
BONHOMME D'HELENE,LE UNITE APPROACHE COMM	SCH 1989	SCHOLASTIC	12.00	9		46961
CANADA MON PAYS, MON HERITAGE	LID 1989	LIDEC	20.00	8		47514
CANADA MON PAYS, MON HERITAGE CAHIER	LID 1989	LIDEC	8.50	8		47522
CANADA MON PAYS, MON HERITAGE GUIDE	LID 1989	LIDEC	18.00	9		47530
COMMUNICATION +1 CAHIER	CEC 1989	CENTRE EDU ET CULTUREL	7.00	8		47803
COMMUNICATION +1 GUIDE	CEC 1989	CENTRE EDU ET CULTUREL	15.00	9		47811
COMMUNICATION +2 CAHIER	CEC 1989	CENTRE EDU ET CULTUREL	7.50	8		47738
COMMUNICATION +2 GUIDE	CEC 1989	CENTRE EDU ET CULTUREL	15.50	9		47746
COMMUNICATION +3 CAHIER	CEC 1989	CENTRE EDU ET CULTUREL	7.50	8		47704
COMMUNICATION +3 GUIDE	CEC 1989	CENTRE EDU ET CULTUREL	15.50	9		47712
COMPLETE BOOK OF CUBE-A-LINK EN FRANCAIS JR/INT	1989	EXCLUSIVE EDUCATIONAL	25.00	3		47696

BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
057 FRENCH IMMERSION					
COMPLETE BOOK OF CUBE-A-LINK, THE EN FRANCAIS K-3 1989	EXCLUSIVE EDUCATIONAL	25.00	3		47688
DECOUVERTES MATHEMATIQUES 5 GUIDE ADD 1989	ADDISON-WESLEY	69.00	9		47720
DECOUVERTES MATHEMATIQUES 6 GUIDE ADD 1989	ADDISON-WESLEY	69.00	3		47753
EN ATTENDANT L'AUTOBUS SCH 1989	SCHOLASTIC	7.00	3		46862
EN ATTENDANT L'AUTOBUS UNITE APPROACHE COMM SCH 1989	SCHOLASTIC	12.00	9		46870
GEOBOARD COLLECTION INTERMEDIATE LEVEL EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	32.00	3		47571
GEOBOARD COLLECTION JUNIOR LEVEL EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	32.00	3		47563
IMMERSION FRANCAIS 3 CAHIER 1E PARTIE LID 1989	LIDEC	7.50	3		43067
IMMERSION FRANCAIS 3 CAHIER 2E PARTIE LID 89	LIDEC	7.50	3		43075
IMMERSION FRANCAIS 3 GUIDE DE PEDAGOGIQUE 1E LID 1989	LIDEC	18.50	9		42986
IMMERSION FRANCAIS 3 RECUEIL 1E PARTIE LID 1989	LIDEC	11.50	3		43026
IMMERSION FRANCAIS 3 RECUEIL 2E PARTIE LID 1989	LIDEC	11.50	3		43042
IMMERSION FRANCAIS 3 GUIDE DE PEDAGOGIQUE 2E LID 1989	LIDEC	14.00	9		42994
IMMERSION FRANCAIS 5 CAHIER 1ERE PARTIE LID 1989	LIDEC	7.50	8		47951
IMMERSION FRANCAIS 5 CAHIER 2E PARTIE LID 1989	LIDEC	7.50	8		47837
IMMERSION FRANCAIS 5 GUIDE 1E PARTIE LID 1989	LIDEC	19.00	9		47894
IMMERSION FRANCAIS 5 GUIDE 2E PARTIE LID 1989	LIDEC	19.00	9		47910
IMMERSION FRANCAIS 5 RECUEIL 1E PARTIE LID 1989	LIDEC	11.50	3		47928
IMMERSION FRANCAIS 5 RECUEIL 2E PARTIE LID 1989	LIDEC	11.50	3		47944
IMMERSION FRANCAIS 6 CAHIER 2E PARTIE LID 1989	LIDEC	7.50	8		47795
IMMERSION FRANCAIS 6 CAHIER 1E PARTIE LID 1989	LIDEC	7.50	8		47787
IMMERSION FRANCAIS 6 GUIDE 1E PARTIE LID 1989	LIDEC	19.00	9		47845
IMMERSION FRANCAIS 6 GUIDE 2E PARTIE LID 1989	LIDEC	19.00	9		47852
IMMERSION FRANCAIS 6 RECUEIL 1E PARTIE LID 1989	LIDEC	11.50	3		47860
IMMERSION FRANCAIS 6 RECUEILL 2E PARTIE LID 1989	LIDEC	11.50	3		47886
L'ATLAS [illegible]RD CANADIEN CYCLE INTERMEDIAIRE OUP 1987	C[illegible]RD UNIVERSITY PRESS	15.00	3		46847

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
057 FRENCH IMMERSION					
MACHINES SIMPLES,LES DOCUMENT DE SOLUTIEN CFO 1989	CENTRE FRANCO-ONTARIEN	3.50	3		41673
MATHQUEST 7 TCHRS ED ADD 1989	ADDISON-WESLEY	46.00	9		47761
MATHQUEST 8 TCHRS ED ADD 1989	ADDISON-WESLEY	46.00	9		47779
MEASURE IT GR 1-3 EN FRANCAIS EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	26.00	3		47647
MEASURE IT JUNIOR EN FRANCAIS EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	26.00	3		47654
MONDE QUI T'ENTOURE CONSTANTES HUMAINES OUP 1989	OXFORD UNIVERSITY PRESS	27.00	3		46839
MONDE QUI T'ENTOURE CONSTANTES HUMAINES GUIDE OUP 1989	OXFORD UNIVERSITY PRESS	12.00	9		46813
MONDE QUI T'ENTOURE CONSTANTES PHYSIQUES OUP 1989	OXFORD UNIVERSITY PRESS	27.00	3		46763
MONDE QUI T'ENTOURE CONSTANTES PHYSIQUES GUIDE OUP 1989	OXFORD UNIVERSITY PRESS	12.00	9		46771
ONE HUNDRED AND ONE WINNING WAYS WITH BASE 10 EXCLU 89	EXCLUSIVE EDUCATIONAL	28.00	3		47662
ONE HUNDRED AND ONE WINNING WAYS WITH BASE 10 EXCLU 89	EXCLUSIVE EDUCATIONAL	28.00	3		47670
OPERATION HERBE A PUCES SCH 1989	SCHOLASTIC	6.00	3		46995
OPERATION HERBE A PUCES UNITE APPROCHE COMM SCH 1989	SCHOLASTIC	12.00	9		47019
PATTERN BLOCK ACTIVITIES INTERMEDIATE EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	28.00	3		47555
PATTERN BLOCK ACTIVITIES JUNIOR LEVEL EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	28.00	3		47548
TAKESPLACE EN FRANCAIS SET OF 3 EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	54.00	3		47621
TAKESPLACE LEVEL 3 EN FRANCAIS EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	20.00	3		47605
TAKESPLACE LEVEL 1 EN FRANCAIS EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	20.00	3		47589
TAKESPLACE LEVEL 2 EN FRANCAIS EXCLUSIVE 1989	EXCLUSIVE EDUCATIONAL	20.00	3		47597
TEXTES ET CONTEXTES 1 1E PARTIE MED 1989	MEDIALIV	12.00	3		47068
TEXTES ET CONTEXTES 1 1E PARTIE CAHIER MED 1989	MEDIALIV	5.00	3		47191
TEXTES ET CONTEXTES 1 1E PARTIE GUIDE MED 1989	MEDIALIV	35.00	9		47134
TEXTES ET CONTEXTES 1 2E PARTIE MED 1989	MEDIALIV	12.00	3		47126
TEXTES ET CONTEXTES 1 2E PARTIE CAHIER MED 1989	MEDIALIV	5.00	3		47274
TEXTES ET CONTEXTES 1 2E PARTIE GUIDE MED 1989	MEDIALIV	35.00	9		47175
TEXTES ET CONTEXTES 2 1E PARTIE MED 1989	MEDIALIV	17.00	3		47423

TEXT TITLE		PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
057 FRENCH IMMERSION						
TEXTES ET CONTEXTES 2 1E PARTIE CAHIER	MED 1989	MEDIALIV	6.00	8		47498
TEXTES ET CONTEXTES 2 1E PARTIE GUIDE	MED 1989	MEDIALIV	35.00	9		47472
TEXTES ET CONTEXTES 2 2E PARTIE	MED 1989	MEDIALIV	17.00	3		47449
TEXTES ET CONTEXTES 2 2E PARTIE CAHIER	MED 1989	MEDIALIV	6.00	8		47506
TEXTES ET CONTEXTES 2 2E PARTIE GUIDE	MED 1989	MEDIALIV	35.00	9		47480
060 MATHEMATICS						
HOUGHTON MIFFLIN MATHEMATICS 3 TEXT	HMF 1988	HOUGHTON MIFFLIN	18.00	8		45385
HOUGHTON MIFFLIN MATHEMATICS 7	HMF 1988	HOUGHTON MIFFLIN	20.00	8		44826
MATHQUEST 6 STUDENT TEXT	ADD 1987	ADDISON-WESLEY	19.50	8		45708
MATHQUEST 7	ADD 1989	ADDISON-WESLEY	21.50	8		48462
MATHWAYS 1 TCHRS RESOURCE MANUAL	CCP 1981	COPP CLARK PITMAN	75.50 KT	9		45625
MATHWAYS 1 2ND ED	CCP 1981	COPP CLARK PITMAN	7.50	8		45617
MATHWAYS 2 TCHRS RESOURCE MANUAL	CCP 1981	COPP CLARK PITMAN	75.50 KT	9		45609
MATHWAYS 2 2ND ED	CCP 1981	COPP CLARK PITMAN	7.50	8		45591
MATHWAYS 3 TCHRS RESOURCE MANUAL	CCP 1981	COPP CLARK PITMAN	75.50 KT	9		45641
MATHWAYS 3 2ND ED	CCP 1980	COPP CLARK PITMAN	20.00	8		45674
065 MUSIC						
SONGTIME 6 STUDENT SONG BOOK	HRW 1989	HOLT, RINEHART & WINSTON	10.00	8		44289
SONGTIME 7 STUDENT SONG BOOK	HRW 1989	HOLT, RINEHART & WINSTON	10.00	8		44297
SONGTIME 8 STUDENT SONG BOOK	HRW 1989	HOLT, RINEHART & WINSTON	10.00	8		44305
070 PHYSICAL AND HEALTH EDUCATION						
COMPLETE ELEMENTARY PHYSICAL EDUCATION GUIDE	PRN 1989	PRENTICE-HALL	23.00	9		44842

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TEXTBOOK ADMINISTRATION

APPROVAL CODES

1. MINISTRY'S CIRCULAR 14 APPROVAL
   OR MINISTERIAL LETTER OF APPROVAL

2. APPROVED UNDER PROVISION "2C" OF CIRCULAR 14
   AND THE REGULATIONS ALLOWING FOR LOCAL
   OPTION BY THE BOARD.
   E.G. ENGLISH LITERATURE; THEATRE ARTS;
   LITTERATURE FRANCAIS; THE AUTHORS IN MODERN
   LANGUAGES; THE CLASSICS

3. SUPPLEMENTARY TEXT/MATERIAL
   E.G. DRILL/EXERCISE BOOKS, KITS,
   LAB MANUALS, READERS

4. MINISTRY APPROVAL WITHDRAWN
   TEXT NO LONGER IN CIRCULAR 14,
   LETTER OF DISAPPROVAL

5. CIRCULAR 14 DOES NOT LIST ANY TEXT
   FOR THIS SUBJECT AREA/PROGRAM
   E.G. BIOLOGY RP 50, CONSUMER STUDIES,
   ENVIRONMENTAL SCIENCE, INDUSTRIAL ARTS,
   INFORMATICS, SHORTHAND, WORLD RELIGIONS.

6. TEXT/BOOK OR RELATED ITEM MUST BE SOLD BY THE
   SCHOOLS BOOKSTORE OR EQUIVALENT FACILITY

7.

8. CLASS-SET (NODRIC) APPROVAL ONLY

9. REFERENCE BOOK APPROVAL (2-10 COPIES ONLY)
   INCL TEACHERS' EDITIONS OF APPROVED TEXTS

0. BOARD APPROVAL WITHDRAWN
   OR TEXT NO LONGER AVAILABLE

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1991 09 10

Confirmation of the minutes of the 1991 06 11 meeting and special meetings of 1991 06 10 and 1991 06 12.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Presentation by the Norwood Park Home and School Association regarding the drop-off location - **Page A1**

NEW BUSINESS:

1. Safe School Task Force - **Pages 1 to 4**
   - request from the Ontario Secondary School Teachers' Federation

2. Financial Status Report - **Pages 5 to 10**

3. Update - Buy/Sell Natural Gas - **Pages 11 to 25**

4. Update of Major Construction and Renovation Projects - **Pages 26 and 27**

5. Provincial Review of Student Writing at the Grade 12 Level 1991-1992 - **Pages 28 to 33**

6. Elimination of $100 Ontario Scholarships by the Province for Grade 12 Honour Students (requested by Trustee Korz)

7. Consideration for the renaming of Briarwood School - **Pages 34 to 36**
   (Bartonville Neighbourhood)

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 37**

NORWOOD PARK HOME AND SCHOOL ASSOCIATION

To : Chairperson and Members of the Operation Management Committee

The following is a summary of the points I would like to cover in my presentation on Sept 10, 1991. This is not necessarily the order in which they will be presented. (re: Drop OFF / Pick UP AREA)

1. Norwood Park Home and School Meeting on Sept 7, 1991.

2. The results of a petition and a take home vote.

3. Another road entering and exiting Terrace Dr.

4. No curb

5. Supervision of Drop off / Pick up area.

6. Parking for seven (7) cars

7. Green space

8. Resident input

9. Applying the principals of site-based management

Please feel free to contact me : 383-0471

Yours Truly,

Ann Arndt

Ann Arndt
Chairperson, Home and School (Norwood Park

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 09 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Safe School Task Force

The attached letter and information was received from Liz Barkley, President of the Ontario Secondary School Teachers' Federation and has been placed on this agenda for the consideration of the committee.

The note of appreciation to our Board for the contributions made to the Task Force is in reference to the input provided by Trustee Bob Stewart who represented the Ontario Public School Boards' Association.

During the summer, we have received additional material from the Task Force on the work done to date. This information is available to any trustees wishing to have it for reference.

RECOMMENDATION:

That the Committee members give consideration to a financial contribution to the Safe School Task Force to help support the appointment of a coordinator for this initiative.

Prepared and submitted by: Keith A. Rielly,
Director of Education.

attach.

OSSTF/FEESO

Ontario Secondary School Teachers' Federation

Federation des enseignantes-enseignants des écoles secondaires de l'Ontario

June 17, 1991.

K. A. Reilly,
Director of Education and
Secretary/Chief Executive Officer,
Hamilton Board of Education,
Box 558,
Hamilton, Ontario,
L8N 3L1.

Dear K. A. Reilly:

The attached material describes the existence and rationale for the Safe School Task Force to which your Board sent valued representation. We certainly appreciate the contributions that have been made.

I am sure you will understand the value of this Task Force, its broad membership and its very important mandate. I am equally sure you understand the need for a co-ordinator of this Task Force. The Task Force Members have been extremely active. We have struck seven subcommittees to deal with various aspects of violence in our schools.

To keep the Task Force moving to implement its goals, we need financial assistance to buy time release for this coordinator. We are requesting each of the partners in the Task Force to assist us by contributing financially to ensure the success of this very important initiative. Our immediate goal is $130,000.00 and so far OSSTF has indicated its willingness to contribute $10,000.00 plus office space. We anticipate both financial and personnel resources from the Metro Toronto Police Department. As well, we are awaiting written confirmation of verbal contributions from the other partners in the Task Force. Since we wish the coordinator to be in place by September, would you please give this matter your immediate attention.

If you have any questions, please do not hesitate to call myself or Mary Templin at Provincial Office.

Thank you for your consideration in this important matter and I look forward to hearing from you in the near future.

Yours in Education,

Liz Barkley

LIZ BARKLEY,
President.

LB:FS
Attach.

60 MOBILE DRIVE, TORONTO, ONTARIO M4A 2P3, TELEPHONE 751-8300

OUR SCHOOLS MUST BE SAFE

Violence is a high profile problem. In Ontario it is ranked second only to the environment. Violence in schools affects every teacher and every student because fear and violence cannot coexist with learning.

We need to work together to counter violence in schools. The Safe School Task Force is a wide spectrum group composed of police, government ministries, unions, Boards of Education, parent groups, teachers, students. Its object is to provide a vehicle where our society can work together to solve a problem that affects all of us.

CAN WE AFFORD SAFE SCHOOLS?

We certainly can't afford not to have them. Society pays over and over again to counter the distortion produced by anger, fear and deprivation as our young people grow up. Those long term costs are prohibitive. The cost of working on a solution is not.

IT WON'T JUST HAPPEN

Establishing the Safe School Task Force was a good first step. But such a loosely knit group as the Safe School Task Force needs a focus, a person who can devote his/her time fully to establishing an operational centre to coordinate all our efforts. A full time coordinator would help us work towards these goals:

1. Maintaining and increasing contacts with government, social services, law enforcement, teacher federations.

2. Developing curricular materials to assist teachers and students in dealing with situation and environments which contain the potential for violence.

3. Identifying and improving the legislative tools available to school systems in dealing with violence.

4. Establishing a provincial clearing house which would produce a newsletter and a description of current available literature on the subject of school safety.

5. Developing a manual for teachers, on site administrators, students and community groups (e.g. teaching strategies and prevention strategies).

6. Developing rationale and, in conjunction with government, initiate pilot projects in such areas as alternative school settings and preventative measures.

A realistic budget proposal to enable a coordinator to be seconded to work with the Task Force is enclosed.

HELP US BUY TIME.....

FOR A COORDINATOR

FOR A SOLUTION

FOR OUR STUDENTS & TEACHERS

FOR OURSELVES

BUDGET PROPOSAL

1.	**Meetings (task Force, subcommittees, Management Board)**	**$ 10,000.00**
2.	**Secondment of Coordinator (including benefits, etc.)**	**$ 100,000.00**
4.	**{ Office facilities - (secretarial support/mailings)**	**$ 20,000.00 }**
	TOTAL	**$ 130,000.00**

NOTE:

1. **OSSTF will provide office space for the coordinator.**
2. **It is proposed that the coordinator would be paid whatever salary he/she is currently making, up to $100,000.00.**
3. **Conference would be separately funded.**
4. **Projects which the Task Force wishes to undertake would need separate funding.**

MT:jh
opeiu 343
templin/a:\budgprop.may
May 9, 1991

Education Centre
100 Main Street West
Hamilton, Ontario

1991 09 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

INTERIM FINANCIAL STATUS REPORT
Modified Cash Basis
Seven Months Ending JULY 31, 1991

I am pleased to present our second Interim Financial Status Report of The Board of Education for the City of Hamilton. It has been prepared on a modified cash basis. That is, current year expenditures and revenues are generally shown as they are paid or received. Commitments are included in expenditures.

This report, which is not a substitute for the financial forecast, compares the spending patterns for the first seven months of 1991 to 1990.

Our assessment is as follows;

(a) Total expenditures are approximately at the same percentage of the total budgets for both years. However, there are favourable spending trends in a few expenditure accounts.

(b) Total revenues are 59.8% of the current budget versus 55.8% last year, explained principally by increased levy receipts as a result of current instalment payments.

This report will be updated in November (based on September) and December (based on October) with our year-end position reported in early March of 1992.

RECOMMENDATION:

THAT the Interim Financial Status Report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED JULY 31, 1991 & 1990

	1991			1990			Note
	Budget	July 31	%	Budget	July 31	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	212,576	123,441	58.1	196,531	114,268	58.1	
Travel, Personnel Training, Bursaries	1,303	530	40.7	1,201	629	52.4	1
Books & Supplies	15,985	8,625	54.0	15,831	9,032	57.1	
Energy Costs	4,838	2,700	55.8	4,641	2,558	55.1	
Replacement & New Equipment	3,702	2,355	63.6	1,809	1,329	73.5	2
Debt Charges	1,490	316	21.2	1,253	382	30.5	3
Capital from Current, Repairs, & Permanent Improvements	9,144	7,541	82.5	11,881	10,375	87.3	
Rentals, Fees & Contractual Services	9,312	4,833	51.9	8,031	4,498	56.0	
Tuition Fees	3,383	2,084	61.6	2,915	1,845	63.3	
Charge Back of Taxes	1,622	946	58.3	1,625	948	58.3	
Provision for Reserves & Other	2,525	3,206	127.0	2,368	2,663	112.5	4
TOTAL EXPENDITURES	265,880	156,577	58.9	248,086	148,527	59.9	
REVENUES (000'S):							
Levy for Mill Rate	153,982	91,706	59.6	152,382	83,793	55.0	
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit), Transfers	10,971	5,455	49.7	6,502	1,419	21.8	
Provincial Grants	81,716	48,727	59.6	69,443	42,081	60.6	
Other Provincial Revenue	935	812	86.8	567	551	97.2	
Tuition Fees	15,228	9,521	62.5	15,908	8,505	53.5	
Other Revenue	3,048	2,722	89.3	3,284	2,004	61.0	5
TOTAL REVENUES	265,880	158,943	59.8	248,086	138,353	55.8	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO INTERIM FINANCIAL STATUS REPORT
FOR THE SEVEN MONTHS ENDED JULY 31, 1991 & 1990

EXPENDITURES

Note 1 Personnel Training -

- The rate of spending is slower in 1991, primarily due to alternate means of providing coverage for professional development activities.

Note 2 Replacement and New Equipment -

- The rate of spending is slower in 1991 due to the time involved in processing the larger number of purchase orders.

Note 3 Debt Charges -

- The 1991 budget includes a December payment on the $11,202,000 debenture received in June 1991. The actual terms of this debenture require annual payments commencing in 1992. Accordingly, the budget savings are approximately $560,000.

Note 4 Provision for Reserves and Other -

- In both years there are unbudgeted school site sales:

1991	Princess Elizabeth	$810,000
	Union School	465,000
1990	Spruceside/Mapleside	758,000

REVENUES

Note 5 Other Revenue

- The major increase arises from two site sales in 1991, as per note 4 above.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
FOR THE YEARS ENDED DECEMBER 31, 1986 TO 1990

	Actual				
	1986	1987	1988	1989	1990
EXPENDITURES (000's):					
Salaries & Wages, Employee Benefits	137,646	145,642	159,074	175,347	196,095
Travel, Personnel Training, Bursaries	645	673	881	1,090	1,060
Books & Supplies	11,125	11,875	14,721	15,450	15,118
Energy Costs	4,781	4,265	4,271	4,422	4,442
Replacement & New Equipment	2,293	2,345	3,570	3,605	2,955
Debt Charges	2,502	2,295	1,568	1,163	1,253
Capital from Current, Repairs, & Permanent Improvements	4,457	4,142	5,140	10,699	14,700
Rentals, Fees & Contractual Services	4,559	4,880	5,916	7,251	8,161
Tuition Fees	535	1,574	1,810	2,436	2,842
Charge Back of Taxes	1,234	1,244	1,494	1,279	1,956
Provision for Reserves & Other	1,244	3,175	5,465	3,913	3,087
TOTAL EXPENDITURES	171,021	182,110	203,910	226,655	251,669
REVENUES (000'S):					
Levy for Mill Rate	97,977	105,747	115,543	128,453	152,382
Refund of Taxes	5,444	0	545	0	0
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit), Transfers	8,184	7,978	9,018	10,980	6,272
Provincial Grants	52,372	59,024	64,553	67,205	76,446
Other Provincial Revenue	346	352	328	741	915
Tuition Fees	2,700	6,316	10,516	13,242	14,772
Other Revenue	4,577	4,656	5,187	4,668	3,997
TOTAL REVENUES	171,600	184,073	205,690	225,289	254,784

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED 1991 07 31
CAPITAL RESERVES & RETIREMENT GRATUITY RESERVES

CAPITAL RESERVES (000'S)

	Budget 1991	Actual 1991 07 31
Opening Balance	$3,677	$3,677
Revenues		
Transfer from Revenue - Operating Fund	250	250
Grants	-	-
Site Sales	-	1,275
Interest Earned	255	253
Property Rentals	162	-
	4,344	5,455
Expenditures		
Capital Projects	3,306	2,757
Closing Balance	$1,038	$2,698

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1991	Actual 1991 07 31
Opening Balance	$6,730	$6,730
Revenues		
Transfer from Revenue - Operating Fund	1,445	1,445
Interest Earned	655	385
	8,830	8,560
Expenditures		
Gratuities Paid	2,200	1,283
Closing Balance	$6,630	$7,277

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE SEVEN MONTHS ENDED 1991 07 31

	(000'S)
SHORT TERM INVESTMENTS AS AT JULY 31:	
REVENUE - OPERATING FUND	$19,135
CAPITAL RESERVES	4,715
RETIREMENT GRATUITY RESERVES	7,230
TOTAL PORTFOLIO	$31,080
INTEREST EARNINGS:	
REVENUE - OPERATING FUND	$160
CAPITAL RESERVES	253
RETIREMENT GRATUITY RESERVES	385
TOTAL PORTFOLIO INTEREST EARNED FOR SEVEN MONTHS	$798
INTERNAL BORROWING SUMMARY:	
TOTAL INTERNAL BORROWINGS	$24,140
TOTAL INTERNAL REPAYMENTS	24,140
BALANCE @ JULY 31	$0
INTEREST EXPENSE FOR SEVEN MONTHS:	
REVENUE - OPERATING FUND	$63

1991 09 10

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: Buy/Sell Natural Gas

On June 16, 1988, the Board authorized the Superintendent of Plant to provide information required to suppliers in order to allow for the formation of a consortium to provide for the establishment of a buy/sell agreement for natural gas. The Board also approved funds for fees in connection with initial negotiations with respect to the formation of the consortium to buy and sell natural gas. As you will recall, this buy/sell option arose as a result of the deregulation of natural gas. The option allowed groups to tender for gas themselves and resell to the utility, in our case Union Gas, with a result in savings of up to 20% of natural gas costs (reference attached Appendix A).

Subsequently, the consortium including the following Boards, was formed, (i.e.)

Haldimand Board
Halton Board,
Halton R.C.S.S.B.
Hamilton Board
Hamilton-Wentworth R.C.S.S.B.
Huron County Board
Huron-Perth County R.C.S.S.B.
Wellington County Board
Wellington County R.C.S.S.B.
Wentworth County Board.

This consortium has been operating successfully since June, 1988, under the chairmanship of Mr. Ken Honybun of the Plant Department, Hamilton Board of Education.

Subsequent to the formation of the consortium, the Hamilton Board of Education authorized the Superintendent of Plant to arrange for the tendering for the provision of gas on behalf of the consortium. This was done and as authorized by the Board, the Superintendent of Plant subsequently signed, together with other representatives from the consortium, the agency agreement (ref. attached Appendix B) for contracts with Union Gas and with the successful supplier Unigas. This contract covered the period from August 17, 1988 to October 31, 1991.

The Superintendent of Plant and the Chairman of the consortium are pleased to advise the Board of the following savings which have been generated for the consortium members and more specifically to the Hamilton Board of Education as a result of these arrangements, as shown on the following chart prepared by the Accounting Dept.

The Board of Education for the City of Hamilton
Consortium Gas Purchase Agreement
Statement of Net Savings

	Three Month Period Ending August 31, 1991	Cumulative From August 17, 1988 to August 31, 1991
Sales	$818,464	$11,423,570
Less: Cost of Purchases	718,327	8,546,732
	100,137	2,876,838
Interest Income	1,552	46,528
	101,689	2,923,366
Administrative Charges		
Legal and Audit	3,836	21,179
Agency Fees	2,000	24,000
Net Savings	$ 95,853	$ 2,878,187

Distribution to Consortium Members

Member	Consortium Interest	Savings and Interest	Admin. Charges	Net Savings	Cumulative Net Savings
Haldimand Board	2.97%	$ 3,020	$ 583	$ 2,437	$ 82,307
Halton Board	25.21%	25,636	584	25,052	749,502
Halton R.C.S.S.B.	4.36%	4,434	584	3,850	122,941
Hamilton Board	31.07%	31,595	584	31,011	886,727
Hamilton-Wentworth R.C.S.S.B.	11.31%	11,501	584	10,917	326,115
Huron County Board	2.76%	2,807	583	2,224	76,168
Huron-Perth County R.C.S.S.B.	.55%	559	583	(24)	11,563
Wellington County Board	10.68%	10,860	584	10,276	307,698
Wellington County R.C.S.S.B.	2.53%	2,573	583	1,990	69,445
Wentworth County Board	8.56%	8,704	584	8,120	245,721
	100.00%	$101,689	$5,836	$ 95,853	$2,878,187

Accounting Policy Note:
This statement has been prepared on a cash basis.

You will note that the cumulative savings to the members of the consortium covering the period from August 17, 1988 to Aug. 31, 1991 is $2,878,187. Of this amount 32.5% or $886,727 has been saved by the Hamilton Board of Education. It is forecasted that the total savings up to October 31, 1991 will be approximately three million dollars.

Subsequently, under an option in the original contract the agreement has been extended to cover the period up to August 31, 1994. It is anticipated that savings to the member boards during this time will exceed those generated to date. The consortium members have requested that the Hamilton Board of Education, through the Superintendent of Plant, continue to act as the agent on behalf of the consortium.

Recommendation:

That the Superintendent of Plant continue to act as the agent on behalf of the consortium.

Prepared and submitted by: Ken Honybun,
Staff Assistant Mechanical
and
R. T. Orlando,
Superintendent of Plant

Approved by: K. A. Rielly,
Director of Education & Secretary.

STEPS FOR DIRECT PAY/SELL NATURAL GAS

BRIEF

(Prepared by Ken Honybun)

Union Gas has agreed to act as a consultant and to steer us through all the steps of the process.

We as a singular Board operating within a consortium of 11 Boards can potentially realize an annual energy savings of approximately 20% per year. Our savings would be between $300,000.00 to $400,000.00 annually, based upon previous years' consumption.

STEPS

1. Administration

(a) Sharing of savings
(b) Sharing of risks
(c) Agency
(d) Consortium Agreement

(a) Sharing of Savings:

A Board or Agent will distribute the savings to all the Boards involved.

(b) Sharing of Risks:

Relates to penalties for under or overage on consumption use.

(c) Agency:

Could be engaged to act on behalf of the Boards.

(d) Consortium:

Agreement between all 11 Boards to form a consortium. To combine the annual usage in order to buy better from the producer.

2. Volume Determination

(a) Each Board provides to Union Gas accounts numbers and addresses of all buildings along with annual consumption. In addition advises Union Gas on any change from the normal usage.

(b) Union Gas determines average daily consumption for each Board by use of historical volumes consumed.

(d) Union Gas determines consortium average daily requirements.

2A. Agreement to Participate

All Boards have been requested to advise in writing their willingness to participate by May 20, 1988.

Objective is to acquire agreement, to allow Union Gas to proceed with the tender documents.

3. Gas Tender

Consortium to tender gas requirements to 9 Western Producers for direct purchase of gas from Saskatchewan.

Union Gas evaluates Tenders and advises consortium on successful tendor. Determination of supplier depends upon the following criteria:

1. Diverse supply base deliverability
2. Reserves contracted or as available
3. Current commitments
4. Marketing Strategy
5. Regulatory knowledge
6. Financially stable
7. Indemnification
8. Term of Removal Permit
9. Agency
10. Removal Permits
11. Willingness to give names of other customers
12. Price

Consortium negotiates contract with Producer, then enters into 4 contracts:

1. Contract with Producer
2. TCPL Contract
3. Union Gas purchase
4. Union Gas sales

4. TCPL Contract

Union Gas seeks relief of its contract volume from the Ontario National Energy Boards, in order to allow the consortium volume to flow in its place.

5. Union Buy/Sell Contract

Consortium enters into agreementment with Union Gas to sell its daily average volume of gas at current market costs.

6. Union Gas Sales Contract

Consortium enters into agreement with Union Gas to purchase gas at current market costs.

7. Execution of Documents

All as indicated under Gas Tender Item #3.

8. Regulatory Approvals

Have to be obtained from Saskatchewan for removal permit, and from the Ontario and National Energy Board. All of this acquired by Union Gas on our behalf.

BOARDS WITH GAS FLOWING

(a) Metropolitan Toronto

Annual consumption is 80 million cubic metres per year. The current savings after tender and purchase is $3,000,000.00, however, they do also pay for consultation fees and commission, to which costs we have no direct access to other than we are led to believe they are approximately $250,000.00 for the first year and $150,000.00 for the second year of the contract.

(b) London (group) Middlesex Elgin Oxford

(c) Waterloo Public

Boards in Final Process of Purchase

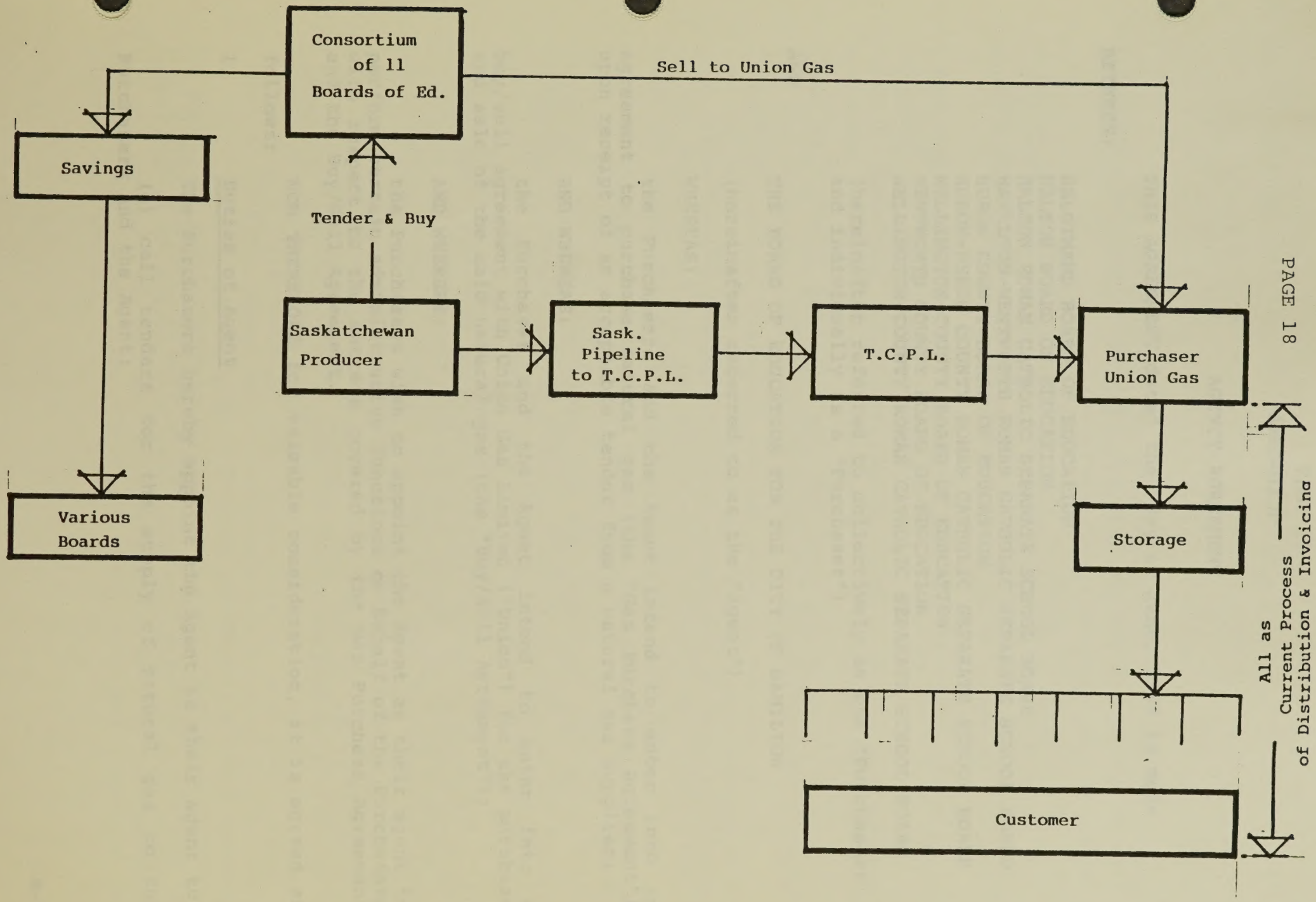
(a) Sarnia - Windsor - Essex - Chatham and Kent County - Brant.

KH/jf

Boards of Education

Who will form the consortium

1. Haldimand Board of Education
2. Haldimand Norfolk R.C.S.S.
3. Halton Board of Education
4. Halton R.C.S.S.
5. Board of Education for The City of Hamilton
6. Hamilton Wentworth R.C.S. S.
7. Huron County Board of Education
8. Huron Perth R.C.S. S.
9. Wellington County Board of Education
10. Wellington County R. C.S.S.
11. Wentworth County Board of Education



DIRECT BUY/SELL NATURAL GAS FLOW CHART

"APPENDIX B"

AGENCY AGREEMENT

THIS AGREEMENT dated the day of June, 1988 is made

BETWEEN:

HALDIMAND BOARD OF EDUCATION
HALTON BOARD OF EDUCATION
HALTON ROMAN CATHOLIC SEPARATE SCHOOL BOARD
HAMILTON-WENTWORTH ROMAN CATHOLIC SEPARATE SCHOOL BOARD
HURON COUNTY BOARD OF EDUCATION
HURON-PERTH COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD
WELLINGTON COUNTY BOARD OF EDUCATION
WENTWORTH COUNTY BOARD OF EDUCATION
WELLINGTON COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

(hereinafter referred to collectively as the "Purchasers and individually as a "Purchaser")

AND

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

(hereinafter referred to as the "Agent")

WHEREAS:

the Purchasers and the Agent intend to enter into an agreement to purchase natural gas (the "Gas Purchase Agreement") upon receipt of an acceptable tender from a natural gas supplier;

AND WHEREAS:

the Purchaser and the Agent intend to enter into a buy/sell agreement with Union Gas Limited ("Union") for the purchase and sale of the said natural gas (the "Buy/Sell Agreement");

AND WHEREAS:

the Purchasers wish to appoint the Agent as their agent to perform certain administrative functions on behalf of the Purchasers with respect to the matters covered by the Gas Purchase Agreement and the Buy/Sell Agreement.

NOW THEREFORE for valuable consideration, it is agreed as follows:

1. <u>Duties of Agent</u>

The Purchasers hereby appoint the Agent as their agent to:

(a) call tenders for the supply of natural gas to the Purchasers and the Agent;

(b) interview the bidders;

(c) decide if any tender should be accepted and if so recommend to the Purchasers such acceptance;

(d) retain legal counsel to negotiate, review and advise on the Gas Purchase Agreement with the successful bidder and the Buy/Sell Agreement with Union and any and all other agreements, procedures, approvals or matters in relation thereto;

(e) make nominations pursuant to the Gas Purchase Agreement which are consistent with the amounts determined by Union and the Purchasers and the Agent, including changes in nominations which may be required if Union elects to suspend purchases of gas pursuant to the Buy/Sell Agreement;

(f) receive invoices from the supplier directed to the Purchasers pursuant to the Gas Purchase Agreement;

(g) receive payments for gas purchased by Union pursuant to the Buy/Sell Agreement, and to deposit such payments forthwith in an account opened by the Agent with the Canadian Imperial Bank of Commerce, Hamilton, Ontario;

(h) pay the invoices referred to in paragraph 1 (f) pursuant to the Gas Purchase Agreement using funds on deposit in the account;

(i) pay the supplier and/or Union any demand charges pursuant to the Gas Purchase Agreement or the Buy/Sell Agreement using funds on deposit in the account;

(j) remit to each Purchaser on a quarterly basis commencing three (3) months after the day upon which gas first flows under the Buy/Sell Agreement with Union, the percentage setforth opposite the name of the Purchaser in Schedule "A" (the Purchaser's Share) of the funds on deposit in the account at the date of remission following payment of the invoices and charges referred to in paragraph 1 (h), (i), (k) and (m) and deduction of the Purchaser's Share of the fees payable to the Agent pursuant to section 3 of this Agreement and, in respect of the initial quarterly payment, the Purchaser's Share of the legal fees paid to the legal advisor or advisors to the consortium, together with a statement outlining all transactions performed by the Agent pursuant to this Agreement for the proceeding quarter;

(k) deduct from the remittance referred to in paragraph 1 (j) any additional costs incurred by the Purchasers as a result of the situation described in section 1.01;

(l) receive and forward all notices on behalf of the Purchasers pursuant to the Gas Purchase Agreement and the Buy/Sell Agreement;

(m) maintain books of account of receipts and disbursements and retain an auditor to audit annually the books of account and to pay the fees of such auditor in accordance with the precentages setforth in Schedule "A";

(n) perform such other matters of a routine administrative nature as may arise in the implementation of the Gas Purchase Agreement and the Buy/Sell Agreement;

(o) take such action with respect to the Gas Purchase Agreement and the Buy/Sell Agreement as the Agent may be instructed to take by resolution of the Purchasers passed in accordance with section 4 of this Agreement provided that the Agent is reimbursed for its reasonable fees and all expenses incurred by it in taking such action;

The Agent shall have no duties, obligations, or liabilities with the respect to the performance of the obligations of the Purchasers under the Gas Purchase Agreement or the Buy/Sell Agreement except as expressly setforth in this Agreement.

1.01 Pursuant to the Buy/Sell Agreement Union may elect to suspend purchase of gas if the aggregate gas consumption by the facilities of the Purchasers and the Agent do not exceed the aggregate gas purchases by Union. If such an event occurs, the Purchasers or the Agent may incur additional costs related to underutilized demand charges, etc, as more particularly set out in that Agreement. Only the individual Purchasers or the Agent who has caused such imbalance shall be responsible for the costs thus incurred. In determining the responsibility of costs, the Agent will perform a review of each Purchaser's or the Agent's share of gas consumption and gas sales to Union as if each Purchaser or Agent had a separate or direct purchase arrangement. Each Purchaser and the Agent covenant and agree one with the other to indemnify and save harmless the other or others of them from any claims or demands made against them or any of them for underutilization and for which the indemnitor is only responsible.

2. <u>Terms</u>

This Agreement shall be effective from the date of this Agreement and shall continue in full force and effect until the date that either the Gas Purchase Agreement or the Buy/Sell Agreement is terminated in accordance with its terms; provided, however if there are any payments to be made or received pursuant to transactions prior to such date, then the Agent shall have the authority to perform such duties.

3. Fees

(a) The Purchasers acknowledge that they are indebted to the Agent in the amount of up to $10,000.00 for fees and disbrusements relating to legal services performed by the legal advisor or advisors to the Agent in implementing the direct purchase arrangements contained in the Gas Purchase Agreement and the Buy/Sell Agreement. The Purchasers authorize the Agent to deduct such amount from the account in payment of such debt as soon as there are sufficient excess funds on deposit.

(b) During the period from the date of this Agreement to the date to one year after the date upon which gas first flows, pursuant to the Buy/Sell Agreement with Union, the Purchasers each agree to pay to the Agent its fees in the amount of $200.00 each per quarter for performing the services in paragraphs 1 (a) to 1 (o) inclusive of this Agreement. The amount of such fee in subsequent periods will be agreed upon by the Agent and the Purchasers prior to the commencement of the relevant period and in default of such agreement, this Agreement shall be terminated immediately prior to the commencement of such period.

(c) The Purchasers each authorize the Agent to deduct the amount of the fee pursuant to paragraph 3 (b) from the account in payment of such fee before making the quarterly payments to the Purchasers required pursuant to paragraph 1 (j) of this Agreement.

4. Meetings of Purchasers

(a) The Agent may, and shall upon the request of at least two (2) Purchasers, convene a meeting of Purchasers upon no less than five (5) business days notice. A quorum at any such meeting shall consist of the presence of representatives of Purchasers with an aggregate Purchaser's Share of at least 65 %. A resolution must be passed by Purchasers with an aggregate Purchaser's share of at least 65 %.

(b) In lieu of passing a resolution at a meeting in accordance with paragraph 4 (a), a resolution may be passed by an instrument in writing signed in one or more counterparts by Purhcasers with an aggregate Purchaser's Share in one or more counterparts by Purchasers with an aggregate Purchaser's Share of at least 65 %.

(c) The Purchasers may by resolution passed pursuant to this section:

(i) provid instructions to the Agent in accordance with paragrpah 1 (o) of this Agreement;

(ii) revise the Purchaser's Share for all or any Purchasers to reflect future changes in gas consumption;

(iii) direct the Agent to resign in accordance with section 5 of this Agreement provided that the Agent may not be directed to resign prior to June 30, 1989;

(iv) agree with the Agent upon the administrative fee to be payable to the Agent for a subsequent period as contemplated by paragraph 3 (b) of this Agreement; and

(v) appoint a commitee of representatives of the Purchasers who may thereafter exercise any such powers of the Purchasers as the terms of such resolution may provide.

(d) Every resolution passed in accordance with the provisions of this section at a meeting of Purchasers shall be binding upon all the Purchasers, whether represented or not at such meeting, and every instrument in writing signed by Purchasers in accordance with paragraph 4 (b) of this Agreement shall be binding upon all the Purchasers, whether signatories thereto or not, and each and every Purchasershall be bound to give effect accordingly to every such resolution and instrument in writing.

5. Replacement of the Agent

The Agent, for the time being, may (and shall, if so instructed by the Purchasers by resolution passed in accordance with section 4 of this Agreement) resign and be discharged from all further duties and obligations hereunder by giving to the Purchasers three (3) month's notice in writing or such shorter notice as the Purchasers may accept as sufficient. In the event of the Agent resigning, the Purchasers shall forthwith appoint a new Agent. On any new appointment the new Agent shall be vested with the same powers, rights, duties and obligations as if it had been originally named herein as Agent, without any further assurance, conveyance, act or deed.

6. Notices

Any notice or other communication to the parties shall be sent to the following addresses:

(i) in case of the Agent:

The Board of Eduction for the City of Hamilton
100 Main Street West
P.O. Box 658
Hamilton, Ontario
L8N 3L1
Attention: Mr. K. Honybun
Staff Assistant, Mechanical
Telephone: (416) 527-6092
(416) 521-2537

(ii) in the case of a Purchaser, the address of the Purchaser set out in Schedule "A" to this Agreement.

or at such other place as the Agent may from time to time specify by notice in writing to the Purchasers. Any such notice or other communication shall be in writing and shall be given by

(i) delivery to a responsible officer of the addressee,

(ii) transmission by facsimile, telex, or electronic mail, or

(iii) delivery by registered mail, unless there is a mail strike by postal employees in effect or other circumstance delaying mail delivery.

Any such notice or other communication shall be deemed to have been given when such notice should have reaced the adressee in the ordinary course.

7. Further Assurances

The parties agree to do all such things and to execute such further documents as may reasonably be required to give full effect to this Agreement.

8. Entire Agreement

This Agreement constitutes the entire agreement between the parties and the parties agree that there are no other representations, warranties ro oral agreement relating to the subject matter of this Agreement.

9. Non-Assignability

This Agreement and the rights and obligations of the parties hereunder shall not be assigned by any party without the prior written consent of the other parties, which consent shall not be unreasonably withheld.

10. Successors and Assigns

This Agreement shall enure to the benefit of and be binding upon the parties, their successors and permited assigns.

11. Time

Time shall be of the essence hereof.

12. Counterparts

This Agreement may be executed by the parties in separate counterparts each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

1991 09 10

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: Status of Major Construction Projects

The Superintendent of Plant wishes to advise that the status of the Board's major construction projects as of September 3, 1991 is as noted below:

Project	Location	Status
Major renovation	Gibson Stage I	Complete
Major renovation	Hillcrest	Complete
Major renovation	Memorial	95% complete. Floor finishing for auditorium & stage to be completed during Christmas break.
Major renovation	Tweedsmuir	95% complete
Asbestos removal	Sir J.A. Macdonald	Substantially complete
Boiler replacement	Sherwood Heights	Complete and on line
Boiler replacement	Thornbrae	Complete and on line
Boiler replacement	Huntington Park	Complete and on line
Boiler replacement	Peace Memorial	Complete and on line
Painting Program		
Exteriors	Central	Complete
	Dalewood	Complete
	Lake Avenue	Complete
	King George	Complete
	Queen Victoria	90% complete
	Robert Land	90% complete
	W. H. Ballard	90% complete
	Westwood	90% complete
	Parkview	90% complete
	Binkley	90% complete
Interiors & Exteriors	Barton	90% complete
	Delta	95% complete
	Westmount	Complete

Major Roof Repairs	Delta	90% complete
	Elizabeth Bagshaw	Complete
	G.P. Vanier	Fall start
	Rosedale	Complete
	Red Hill	95% complete,sheet metal September 30.
	Sherwood (Phase I)	95% complete,sheet metal September 30
Portable Classrooms	Relocation of portables completed	Ramps to be completed by October 1
New Schools	Helen Detwiler	Substantially completed
	Gordon Price	Substantially completed

Prepared and submitted by: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education & Secretary.

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1991 09 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: Provincial Review of Student Writing at the Grade 12 Level (1991–1992)

The Ontario Ministry of Education is conducting a province-wide assessment of student writing at the basic, general and advanced levels of the Grade 12 English program. Both day and evening school students are included. The Ministry has designated specific schools in each school board for mandatory review; however, boards may choose to involve their Grade 12 students (both day and evening classes) in all of their secondary schools at cost to the board.

Ministry Designated Hamilton Schools: Ainslie Wood, Glendale, Hill Park, Westmount

RECOMMENDATION:

It is recommended that **The Ontario Ministry of Education Provincial Review of Writing at the Grade 12 Level (1991–1992)** be conducted for all Grade 12 day and evening school English students in Hamilton Board of Education secondary schools.

☆ Information included on the following pages provides explanation and detail.

Prepared by: Gwen Mowbray, English Co-ordinator

Submitted by: D. R. Skidmore, Superintendent of Program

Approved by: K. A. Rielly, Director of Education and Secretary

BACKGROUND

The Ontario Ministry of Education issued a new guideline for English (Grades 7–12) in the fall of 1987. Changes to the way in which writing is to be taught was a major focus of this guideline. During the 1991–1992 school year the Ministry, in undertaking a review of writing, will be able to determine the effectiveness of curricula and the level of student achievement at the school, board, and provincial levels. As a board we will have data that will be beneficial to us for future planning.

RATIONALE

The 1991–92 provincial review of writing in Grade 12 English focuses on the delivery of the writing component of the English program and on the writing achievement of students registered in courses coded ENG4 at the basic, general, and advanced levels of instruction and difficulty. The review will provide data on:

- the level of awareness of "Writing as Process" as outlined in the provincial English guideline entitled *English: Intermediate and Senior Divisions (Grades 7–12), 1987* **(the intended curriculum)**;
- the degree to which "Writing as Process" has been implemented; that is, the extent to which programs and practices described in the guideline are in place **(the implemented curriculum)**;
- the level of student writing achievement in a variety of modes **(the achieved curriculum)**;
- any elements of program and practice that may need modification.

The review will also provide information on students' attitudes toward writing, resources to assist in the further implementation of "Writing as Process," and teacher in-service in the assessment of student writing.

REVIEW COMPONENTS

Note The various review components and the instruments themselves are connected directly to the writing objectives specified in the Ministry Guideline: **English: Intermediate Senior Divisions (Grade 7–12), 1987.**

The review of writing in Grade 12 English has five components:

1. *Courses of Study*

   One school-level course of study for each level of ENG4 taught in the school will be collected. This component will assess the **intended curriculum** by providing information that will indicate the nature of planning for writing instruction and evaluation in each level of the Grade 12 English program.

2. *Questionnaires*

   Three questionnaires will be administered — a Principal/English Department Head Questionnaire, a Teacher Questionnaire, and a Student Questionnaire. This component will assess the **intended** and **implemented curriculum** by providing information on the writing environment, attitudes toward writing, and the nature of writing practices and procedures from a variety of perspectives.

3. *A Sample Writing Folder*

   Each teacher will select the accumulated work done by one student to represent the approach taken to "Writing as Process" in the Grade 12 English classroom. This component will assess the **implemented curriculum** by determining the variety of writing that students do, and the nature of writing practices and procedures in place in the program.

4. *An Assigned Writing Task and Checklist for Students*

   All students will complete a common writing assignment under controlled conditions and complete a checklist describing processes used. So that student achievement in a variety of writing modes may be assessed, different students will be required to complete different writing tasks under similar conditions. The different modes will be randomly assigned by the teacher. The assigned task will incorporate the full writing process (pre-writing, drafting, and editing). **This will require three to five class periods.** *Teachers will be encouraged to plan this task as an element of their program and to provide a response to students on the quality of their writing.* This component will assess the **implemented and achieved curriculum** by providing information on the processes students use to produce their writing, and it will determine the quality of writing produced by students under specified conditions.

5. *Best Piece of Writing and Checklist*

   Each student will select what he or she feels is a sample of the best piece of writing done during the course. Each student will also be asked to describe the evolution of the piece and the criteria he or she applied in selecting it. This component will assess the **implemented and achieved curriculum** by providing information about

the processes students use to produce writing and the criteria they apply in assessing it. It will determine the quality of writing students produce under varied conditions.

IMPLICATIONS

- Because the review will be a comprehensive and detailed assessment of student writing, in-service will be required for superintendents of schools, secondary school principals and vice-principals, area supervisors, heads and assistant heads of English, heads of guidance, evening school principal and supervisors, and day and evening school Grade 12 English teachers.

- The review is to be conducted in both semesters during the 1991–1992 school year as follows:

REVIEW ADMINISTRATION

DAY SCHOOL	SEMESTER I December, 1991	SEMESTER II May, 1992
EVENING SCHOOL	November/ December, 1991	April, 1992

- a) All review components for the 4 designated schools will be evaluated in Toronto at Ministry cost.

  b) Review components for our remaining 12 schools will be evaluated as follows:

  Components #2, 4 and 5 – evaluated in Toronto at the Ministry

  Components #1 and 3 – evaluated by Hamilton English teachers in Hamilton

<u>Note</u> Costs for all components for the 12 schools will be the responsibility of the Hamilton Board of Education.

COST IMPLICATIONS

1. Ministry Fee Per School		– $200.00	12 x 200.00	$ 2,400.00
2. Number of Students Participating			Number of Pieces of Writing to Be Assessed	
Day School	2162		2276 x 2 =	
Evening School	114		4552	
Total	2276			
3. Number of Hamilton Teacher Evaluators Required in Toronto (based on Ministry formula stipulated)			9 x $140.00 approx. for 10 days each	12,600.00
4. Number of Teacher Evaluators Required in Hamilton			5 teachers x 3 days = 15 supply days $120.00 x 15 approx.	1,800.00
			Total	$16,800.00

RESERVATIONS

In Hamilton we are in the process of implementing the English guideline on which this writing review is based. Since the guideline addresses all aspects of English (reading, writing, listening, speaking, viewing and dramatizing) and is written for implementation from Grades 7–12, work is ongoing but is not complete. Schools differ as to the degree of implementation of the writing requirements of the guideline.

RECOMMENDATION:

It is recommended that **The Ontario Ministry of Education Provincial Review of Writing at the Grade 12 Level (1991–1991)** be conducted for all Grade 12 day and evening school students in Hamilton Board of Education secondary schools.

Board Name: *Hamilton Board of Education*
Board Number: *64319*

School Information			ENG4 Enrollment					
Name of School and City Location	School Number	School Contact	*Basic* Sem. 1	*Basic* Sem. 2	*General* Sem. 1	*General* Sem. 2	*Advanced* Sem. 1	*Advanced* Sem. 2
Barton S.S. Hamilton	893455	Graeme Newbigging			21	54	91	94
Delta S.S. Hamilton	903850	John DiLiberto		9	24	27	67	47
G.P. Vanier S.S. Hamilton	907308	Ann Gibson				29		29
Glendale S.S. Hamilton	913081	Robert Mitchell			48	72	56	119
Hill Park S.S. Hamilton	916722	Don Ruddle			25	53	51	110
Scott Park S.S. Hamilton	940879	Ted Cole			28	52	48	62
Sherwood S.S. Hamilton	941328	Mark Collington			44	51	60	62
Sir Allan MacNab S.S. Hamilton	941719	Patricia Dececchi			17	45	82	159
Sir John A. Macdonald S.S. Hamilton	941883	Patricia Newton			80	74	71	70
Sir W. Churchill S.S. Hamilton	942448	Gerald Price			24	51	44	60
Westdale S.S. Hamilton	951820	Joyce McCorquodale			28	37	78	119
Westmount S.S.	952478	Sheelagh Wood			40	24	67	67
Ainslie Wood S.S. Hamilton	890766	Ken Jackett	32	21				
Caledon S.S. Hamilton	897957	Marv Sheppard	20	20				
Crestwood S.S. Hamilton	903205	Iris Chatten	72	72				
Parkview S.S. Hamilton	934011	Bob Macoritti	32	8				
Evening Schools		Bob Leedale			35	72	16	52
					15			
Totals			156	130	429	641	731	1050

Total Number of Students **3137**

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 09 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Bartonville Neighbourhood

In May 1990, Canon Michael Rolph, Rector of St. Mary's Anglican Church, forwarded the attached letter to the then Chairman of the Board for future consideration.

Since it is the intention of the Board to reopen Briarwood Secondary School as the new Adult and Continuing Education Centre, trustees may wish to consider the proposal suggested by Canon Rolph.

If the committee wishes to pursue this direction and so recommends to the Board, an ad hoc name search committee could be struck to consider the recommendation and report back to the Board.

RECOMMENDATION:

That the Committee consider the renaming of Briarwood Secondary School and take the action that is deemed appropriate.

Prepared and submitted by: Keith A. Rielly,
Director of Education
and Secretary.

Saint Mary's Anglican Church
(Bartonville)
1831 King Street East, Hamilton, Ontario L8K 1V8
Telephone (416) 549-4335

May 22, 1990

Mrs. Mary K. Clark, Chairman
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8P 1H6

Dear Mrs. Clark:

This letter is to put forward a suggestion which I hope the Board of Education is willing to consider seriously.

The experience of large urban centres in the past few decades seems to indicate that there is merit in identifying neighbourhoods within the larger centres. Apparently people have difficulty coping with the vastness of urban conglomeration and prefer the security of smaller, identifiable social groupings. My suggestion is put forward in the hope that one specific neighbourhood might be given higher profile through Board action.

The neighbourhood of Bartonville has long standing historical roots from days when there was a small community here camped just beyond the borders of the city of Hamilton. The village was absorbed into the city in 1946 and has continued to grow along with the rest of our city. The identity of this former village is carried now only by this church and the local sub-post office located in a neighbourhood drugstore. A new street in the area has been constructed and given the name Bartonville Court.

You will probably remember that the Hamilton Board of Education once operated an elementary school on Kenilworth Avenue which was known as Bartonville School. This school, originally part of the Wentworth County Board of Education, was no longer required and was closed several years ago. The building continued for a few years as the Bartonville Campus of Mohawk College but when this was no longer necessary, it was closed and finally demolished.

Recent rumours suggest that Briarwood Secondary School, which is to close at the end of this year, will be resurrected as an adult eduction centre. I am writing to ask that you consider re-naming Briarwood to identify it as the Bartonville Adult Education Centre. I believe that the Board has established a precedent for the re-naming of schools when their focus changes. Am I correct in my recollection that the former Laurier Secondary School became Elizabeth Bagshaw Elementary School?

Continued....

I believe that adoption of this proposal would serve to build a new identity for the school while rooting it firmly in the historical tradition of the neighbourhood. I know that there are a number of long-time residents who would welcome this action.

Thank you very much for considering my proposal. If you would like to discuss it with me further, please do not hesitate to contact me.

Yours sincerely,

The Reverend Michael Rolph
Rector

MR:BR

Copy to: Mr. Keith Reilly, Director of Education

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 09 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That up to 80 senior history students from Hamilton Board of Education Secondary Schools participate in a field study to Boston and Quebec City, 1991 11 15-19 (Friday to Tuesday) and that one teacher chaperone be allocated for every 10 students in attendance.

(b) That the following trip requests be approved:

(i) Cardinal Heights, Grade 8, Ottawa, 1992 05 20-22 (Wednesday to Friday)

(ii) Glen Brae, Grade 8, St. Donat, Quebec, 1992 01 22-25 (Wednesday to Saturday)

(iii) Norwood Park, Grade 6, Outdoor Education, Camp Wanakita, 1991 10 01-04 (Tuesday to Friday)

(iv) Tweedsmuir, Grade 8, Algonquin Park, 1991 09 25-28 (Wednesday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1991 10 08

Confirmation of the minutes of the 1991 09 10 meeting.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report re Education Development Charges (lot levies) - **Pages 1 and 2**

2. Review of the Board's policy re students travelling outside of the city in conjunction with revision of the Student Trip Permission form - **Pages 3 to 7**

NEW BUSINESS:

1. Presentation by the New Crystal Palace Sub-Committee

2. Presentation and petition regarding busing - 1900 Main Street West - **Page 8**

3. Presentation regarding the Boundaries of Helen Detwiler School

4. Presentation by the Youth Environment Society of Westmount regarding the purchase of post-consumer waste recycled paper - **Pages 9 and 10**

5. Report re Annual Impact of Revised Transportation Grants - **Page 10A**

6. Correspondence re Transportation of Gifted Secondary Students - east of Wentworth Street (requested by Trustee Rogers) - **Pages 11 and 12**

7. Sale of Ridge School - Site and Building - **Page 13**

8. Peace Memorial - Road Closure - **Pages 14 to 22**

9. Appointment of Architects - Renovations - **Page 23**

10. Occupancy of Briarwood Adult Education Centre - **Pages 24 and 25**

11. OPSBA Membership fees (requested by Trustee Cunningham)

12. Correspondence from the Scarborough Board of Education regarding gun control legislation (referred from September Board) - **Page 26**

13. November meeting date - **Page 27**

ELEMENTARY/SECONDARY

BUSINESS ARISING FROM THE MINUTES:

1. Recommendations of the Director of Education - **Page 28**

2. Verbal Update re Westmount 1990

Education Centre,
100 Main Street West,
Hamilton, Ontario,
1991 10 08.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: EDUCATION DEVELOPMENT CHARGES (LOT LEVIES)

BACKGROUND

In June, 1989, a report was presented to the Operations Management Committee regarding the Ontario Ministry of Treasury and Economics' Green Paper proposing lot levies for school board purposes. At that time, the Board advised the Ministry of Education of its opposition to this pending legislation.

In November, 1989, the Development Charges Act came into effect enabling school boards to finance up to 100% of the approved local share of capital projects by charging developers a levy on new residential and commercial development.

In March, 1990, the Board authorized the officials to develop recommendations for the implementation of the Development Charges Act in co-operation with the officials of the Wentworth County Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board.

In September, 1990, the consortium member boards agreed:

. that the concept of education development charges be adopted

. that we conduct a study to develop recommendations designed to implement those charges

. that the firm of Coopers & Lybrand be engaged to assist the consortium at a cost of $62,000.

THE ISSUE

All new approved growth-related capital projects are now funded at an average provincial grant rate of 60% - formerly 75%. The 60% average support rate applies whether boards introduce lot levies or not.

Due to this reduced level of support, we indicated that we must begin to explore innovative funding arrangements to address

concerns regarding mill rates and increasing debt levels at a time when our Capital Reserves are being depleted.

The matter of financing future capital needs must be determined, be it through

- education development charges,
- the annual levy,
- debentures,
- capital reserves,
- or any combination thereof.

RECOMMENDATION

Following an interim report on the study conducted by Mr. Bertrand Wolfman of The Coopers & Lybrand Consulting Group, which will be presented at the meeting, we recommend:

1. that the findings of the consultant's study be received for information.
2. that recommendations be presented at a future meeting regarding the implementation of an Education Development Charges by-law.
3. that the members of the consortium meet with representatives of the Hamilton & District Homebuilders' Association, for purposes of clarification before their representation to this Committee.

Prepared and Submitted by: Paul E. Shewfelt,
Superintendent of Finance
and Treasurer

Approved by: Keith A. Rielly,
Director of Education
and Secretary.

mb

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8N 3L1,
1991 10 08.

To the Chairman and Members,
Operations Management Committee,
The Hamilton Board of Education.

Ladies and Gentlemen:

STUDENT TRIP GUIDELINES

A review of the Student Trip Operating Procedure and the related permission and information forms has been completed. The committee has recommended a number of significant changes which are provided for your information.

1. Board Liability (to be added to the Student Trip: Parent Information and Permission Form -- HBE 3471)
   "It is understood by the parent/guardian/student that under no circumstances will The Board of Education for the City of Hamilton (Board) be liable to the parent/guardian/student or to any other person:
   (a) for injuries, damages or costs incurred by or resulting from any unauthorized actions on the part of any student participating in an authorized school or Board trip;
   (b) for financial loss resulting from the cancellation of any school trip by a tour company or carrier;
   (c) for financial liability or loss for trips cancelled as a result of Board withdrawal of authorization."

2. Health Insurance Coverage (to be added to the Student Trip: Parent Information and Permission Form -- HBE 3471)
   "OHIP will no longer cover all medical costs incurred outside of Canada. It is the parents'/guardians'/students' responsibility to provide supplementary insurance coverage."

3. Power of Attorney (to be added to the Student Trip: Parent Information and Permission Form -- HBE 3471)
   "In the event of serious accident or illness, one of our first actions is to contact the parent or guardian. If we are unable to do so, your signature below will allow us to proceed at our discretion to seek medical aid, subject to the restrictions as noted above."

4. Seat Belts (to be added to Private Driver Permission Form -- HBE 2707)
   "Seat belts must be available and worn by all passengers."

5. Liability Insurance Coverage (to be altered on the Student Trip: Parent Information and Permission Form -- HBE 3471)
   - increase liability insurance from minimum $500,000 to $1,000,000

6. Supervision (to be added to the Operating Procedure)
   "An adequate number of supervisors must be provided to cover eventualities such as discipline problems, health concerns and late arrivals (missed deadlines).
   Note: Students must be accompanied by a trip supervisor if they are sent home."

7. Overseas Trips and Trips to Major North American Cities (to be added to the Operating Procedure)
   "Prior to the trip, the following must be completed:
   (i) personal safety concerns and procedures should be communicated to students and parents/guardians.
   (ii) a finalized itinerary should be given to the parents/guardians and Principal."

The revised Student Trip Forms are attached.

Recommendation:

THAT THIS REPORT BE RECEIVED FOR INFORMATION

Prepared and Submitted by: A. L. Stockwell, Associate Director of Education
Approved by: K. A. Rielly, Director of Education and Secretary

kd

STUDENT TRIP: PARENT INFORMATION AND PERMISSION
The Board of Education for the City of Hamilton

Part "A" - Trip Information (to be retained by the Parent/Guardian)

To the Parent/Guardian:
Permission has been granted by the Principal and the Superintendent of Schools to conduct the following school trip. The student's participation is, of course, subject to receiving your approval. There is no compulsion to take part, and you may wish to have the student remain in school during the trip. If you wish the student to participate in the trip, complete Part "B" and Part "C", where appropriate, and return both Parts "B" and "C" to the school as soon as possible. Where parental permission is required for more than one trip to the same destination, a schedule of the proposed dates will be attached to this form.

Note: O.H.I.P. will no longer cover all medical costs incurred outside of Canada. **It is the parents'/guardians'/students' responsibility to provide insurance coverage.**

Details of the Trip:

SCHOOL: _____ SCHOOL PHONE: _____
DESTINATION: _____ NO. OF ELIGIBLE STUDENTS: _____
DATE(S) OF TRIPS: _____ NO. OF ADULT SUPERVISORS: _____
TIME OF DEPARTURE: _____ METHOD OF TRANSPORTATION: _____
TIME OF ARRIVAL AT SCHOOL: _____ NAME OF CARRIER: _____
COST PER STUDENT: _____ CONTACT PERSON AT DESTINATION: _____
PURPOSE OF TRIP AND SPECIAL ACTIVITIES: _____

— — — — — — — — — — — — — Parent/Guardian to cut off form here and keep Part "A" — — — — — — — — — — — —

PART "B" - Parent/Guardian Permission (To be returned to school and filed in school office.)

To the Board of Education for the City of Hamilton, and the Principal of _____ School:

As parent/guardian of _____ I hereby request that he/she be
(print student's name in full)

permitted to participate in the trip to _____
(note destination)

It is understood by the parent/guardian/student that, under no circumstances will the Board of Education for the City of Hamilton be liable to the parent/guardian/student or to any other person:
•for injuries, damages or costs incurred by or resulting from any unauthorized actions on the part of any student participating in an authorized school or Board trip;
•for financial loss resulting from the cancellation of any school trip by a tour company or carrier;
•for financial liability or loss for trips cancelled as a result of Board withdrawal of authorization.

Dated at Hamilton, this _____ of _____ 19__ _____
(date) (month) (signature of Parent/Guardian)

— — — — — — — — — — Teacher in Charge will keep Part "C" and return Part "B" to the school office — — — — — — — — —

Part "C" - Current Emergency Information (Parent/Guardian to complete for each trip)
Part "C" to Accompany Teacher During Trip

NAME OF STUDENT: _____
FAMILY DOCTOR: _____ TELEPHONE: _____
IN EMERGENCY, CONTACT PERSON IS: _____ TELEPHONE: _____
_____ OR _____ TELEPHONE: _____

PLEASE RECORD ANY CONDITIONS, MEDICAL, ALLERGY, DIETARY OR RELIGIOUS REQUIREMENTS WHICH SHOULD BE OBSERVED. PLEASE SPECIFY AND, IF NECESSARY, FORWARD DETAILS OF MEDICATION:

_____

In the event of a serious accident or illness, one of our first actions is to contact the parent. If we are unable to do so, your signature below will allow us to proceed at our discretion to seek medical aid, subject to the restrictions as noted above.

DATE: _____ SIGNATURE: _____

Student Trip: Application for Permission

The Board of Education for the City of Hamilton

(To be completed by the sponsoring teacher and forwarded by the school principal to the Superintendent of Schools, or to the Outdoor Education Department, where necessary - see Item 4 below.)

A separate application for each trip must be completed at least six (6) weeks prior to the trip and approved as follows:

1. All trips must be approved by the Principal.
2. Principal approval only is required for:
   (a) trips within walking distance of the school, and
   (b) all trips within the city.

3. Principal and Superintendent of School's approval is required for trips outside the city to a radius of 80 km/50 mi of the city.

4. Principal, Superintendent of Schools, Associate Director and Board approval is required for:
   (a) all trips over 80 km/50 mi of the city,
   (b) all trips which involve overnight accommodation,
   (c) all out-of-province and out-of-country trips, and
   (d) all camping programs and outdoor winter activities away from the boundaries of the Hamilton-Wentworth region.

   Note: Where the trip involves water activities, camping, canoeing or winter activities, the school principal will forward, immediately, the application to the Outdoor Education Department. The Outdoor Education Department is responsible for ensuring that appropriate pre-trip instruction is completed and that the safety and supervision of students is assured and will forward to the appropriate Superintedent of Schools.

5. Signed Parent/Guardian Permission and Information Forms are required for all trips as defined in clauses 3B(i) of the Board of Education for the City of Hamilton Operating Procedure 19 - School Trips: Practices and Guidelines.

6. For more detailed information, refer to information contained in Binder, Trips Out of School: Guidelines.

Application for Permission (Please Print or Type)

SCHOOL: _____

DESTINATION (overseas trips or trips to major North: American cities-refer to O.P.19, #7)

_____

TIME OF RETURN: _____

COST PER STUDENT: _____

TEACHER IN CHARGE: _____

SCHOOL PHONE: _____

NO. OF STUDENTS: GRADE/YR OR COURSE: _____

NO. OF SUPERVISORS: Staff _____

NO. OF SUPERVISORS: Non-Staff _____

METHOD OF TRANSPORTATION: _____

NAME OF CARRIER: _____

CONTACT PERSON AT DESTINATION: _____

CONTACT PERSON TELEPHONE: _____

EDUCATIONAL GOALS OF TRIP: _____

_____

_____

DATE OF APPLICATION: _____

TEACHER IN CHARGE (Signature) _____

SIGNATURES

1. Approved

   Head (if applicable) _____ Date: _____
   (Copy forwarded to Outdoor Education Department by Principal):

   Principal: _____ Date: _____

   Superintendent of Schools _____ Date: _____

2. Approved

   Board Action: _____

   _____

Please complete reverse side, if necessary

Complete only if trip involves water activities, camping, canoeing, outdoor winter activities

1. Check only those activities to be attempted.

Activity	Supervised with Instruction	Supervised with No Instruction
Swimming (Complete Part 2(c) below)	_____	_____
Canoeing	_____	_____
Rowboating	_____	_____
Sailing	_____	_____
Windsurfing	_____	_____
Kayaking	_____	_____
Backpacking	_____	_____
Alpine (Downhill) Skiing	_____	_____
Cross-Country Skiing	_____	_____
Other (please state)	_____	_____

2. For Canoe Trips (i.e., any travelling by canoe involving at least one overnight stay)

   (a) State the route of the canoe trip _____
   (b) State the level of canoeing experience:
   -Adult Supervisors _____
   -Student Participants _____
   (c) State number of supervisors and students holding the following valid certificates:

   Bronze Medallion or Equivalent _____
   St. John's Red Cross or St. John's Ambulance First Aid _____
   Royal Life Saving Boat Rescue Award _____

3. For Outdoor Winter Activities

   (a) Will students be housed in:

   permanent heated accommodations _____
   tents or winter shelters _____

   (b) State level of outdoor winter experience:

   Adult Supervisors _____
   Student Participants _____

   (c) State number of supervisors and students holding the following valid certificates:

   St. John's Red Cross Certfication _____
   St. John's Ambulance First Aid Certfication _____
   Canadian Ski Instructors' Certification _____
   Canadian Ski Association Certification _____

4. State the type and extent of pre-trip instruction completed _____

5. Check if you have read the following:

   (a) Planning Out of School Trips _____
   (b) School Camping and Canoe Trip Guidelines _____
   (c) Guidelines for Winter Trips _____

   Teacher in Charge (Signature) _____

6. (a) Reviewed by: _____ Outdoor Education Department Date: _____
   Recommended: _____ Not Recommended: _____

   (b) Comments: _____

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PRIVATE DRIVER PERMISSION FORM

Please Note:

1. This form is to be completed by Private Drivers who volunteer to transport students to and from school events.

2. A Private Driver may be an adult or a student who is registered at the school and is eighteen (18) years of age or older.

3. The completed form along with proof that the Private Driver has a valid driver's permit and the automobile is covered by liability insurance are to be presented to the Principal (delegate) prior to the scheduled departure date.

4. Seat belts must be available and worn by all passengers.

Purpose:

Activity Description: _____
Destination: _____
Teacher Advisor's Name: _____
Departure - Date: _____ Time: _____
Return - Date: _____ Time: _____

Driver:

Driver Name: _____
Address: _____
Are You (Driver) Eighteen (18) Year's of Age or Older? Yes ☐ No ☐
Do You Have a Valid Driver's Permit? Yes ☐ No ☐
Driver's Signature: _____

Owner:

Registered Owner: _____
Address (if different from Driver): _____
Make of Automobile: _____
Licence Plate No: _____
Is the Auto covered by Liability Insurance? Yes ☐ No ☐
(Minimum $1,000,000)

I give the above Driver permission to use the automobile described for the purpose stated.

Registered Owner's Signature: _____

Date: _____ School Name: _____ Principal's Signature: _____

TO THE OPERATIONS MANAGEMENT COMMITTEE
TUESDAY, OCTOBER 8, 1991

FROM THE TENANTS OF 1900 MAIN ST. WEST

RE: The policy of bussing students outside a one mile radius to their school.

OUR OBJECTIVE: To obtain bus privileges for our children.

We feel that the policy should be updated to include children who live on a potentially dangerous route, such as in this case, a busy highway.

Our concerns are outlined as follows:

1. Our children must cross an extremely busy highway where there are no lights or stops before Whitney Avenue for traffic travelling from Ancaster.

2. The distance for children aged 5 through 8 is especially long during inclement weather.

3. The money saved by cutting out an extra bus will be reflected elsewhere. Example: Subsidized after school care, or as in the case of one tenant, bus tickets courtesy of Social Services.

4. The safety of the streets today has declined sharply.

5. The policy appears to be something that is loosely adhered to. The "eligible" bus children from Irvis Heights are closer to the school than we are, but they are picked up due to the danger of such a busy street. Is this not the same street which we live on as well?

CHILDREN CURRENTLY RIDING BUS ROUTE

Eligible grade school children	34	
Eligible kindergarten children	14	
		48
Ineligible grade school children (from 1928 Main W)	7	
Inelibible kindergarten children (from 1928 Main W)	4	
		11
TOTAL CHILDREN CURRENTLY RIDING BUS		59
Ineligible grade school children (from 1900 Main W)	16	
Ineligible kindergarten children (from 1900 Main W)	5	
		21

The Youth Environment Society

YES
Westmount Secondary School
39 Montcalm Drive
Hamilton, Ontario
L9C 4B1

October 2, 1991

Good evening Ladies and Gentlemen,

My name is Ronjon Raha and with me are Jeff Ishibashi and Derek Hatanaka. We are here as representatives of the Youth Environment Society of Westmount Secondary School. Y.E.S. was formed in early 1990 as a result of a growing concern in the student body for the state of the environment. Our first actions were to implement pop can recycling and fine paper recycling programs. Both programs were successful, and have received an outstanding response from staff and students. To date, Y.E.S. has recycled over three tonnes of paper. However, we would now like to continue onto the next step - using recycled paper in place of our present virgin pulp paper.

The environmental reasons to switch to recycled paper are straightforward. The organochloride discharges (including dioxins and furans) associated with processing virgin pulp are reduced significantly. For every tonne of virgin pulp that is bleached, an average of seven kilograms of organochlorides are discharged into the water system. Reprocessing of used paper requires only one-half of the energy and one-third of the water that is necessary to make paper from virgin pulp. As a result, there is a thirty-five percent reduction in the amount of pollution that is produced.

Using recycled paper can drastically reduce the number of trees necessary to supply our paper demands. Every tonne of paper produced with a fifty percent recycled fibre content will save approximately ten

trees. These trees will, in turn, absorb carbon dioxide, prevent erosion and preserve valuable natural habitats.

As environmental education becomes more widespread in our school system, we feel that it should be accompanied by action. By using recycled paper, the Board of Education will be setting an appropriate example for its students.

Few school systems have, as yet, made the transition to using recycled paper. The Board of Education for the City of Hamilton has the opportunity to take a leadership role in the greening of our schools. By taking the initiative, our Board will set an example for other school systems to follow.

Ideally, recycling should be a closed loop. While recycling the paper at our school is an important step in the right direction, it is also necessary to incorporate the recycled fibre back into the paper we consume. This loop can only be closed with this Committee's decision to implement the purchase of recycled paper.

Our recommendation is that the Board of Education for the City of Hamilton purchase recycled paper for usage in its school system. This paper should contain a minimum of forty percent (40%) recycled paper fibres as well as a minimum of five to ten percent (5-10%) post-consumer recycled fibres.

Should this proposal be accepted, the potential exists for these content values to be increased at a later date. The possibility of purchasing unbleached recycled paper should also be explored.

Thank - you for taking the time to consider our proposal. We look forward to receiving your response.

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

1991 10 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Ladies and Gentlemen:

RE: TRANSPORTATION GRANTS

In the 1991 General Legislative Grant Regulations, we were advised that effective July 1, 1991, the formula for calculating the grant rate on approved expenditures was changed to a sparsity grant plus an excess portion. The sparsity grant is based on a calculation of enrolment in relation to the area the Board services. The excess portion is calculated as the recognized ordinary expenditure less the sparsity grant.

This new formula has resulted in a grant reduction of $215,000 for the period July 1 to December 31, 1991 which was reflected in our 1991 Budget. It is expected that the revenue loss for a full year will be approximately $540,000.

This new policy of the Ministry's is intended to encourage efficiencies in student transportation by boards double running school buses and by sharing buses and routes with their co-terminous school boards.

The Ministry has indicated there will be a further review of the student density factor and consideration for a limit on the amount of expenditure recognized in excess of student density. If implemented, this Board will likely have a further loss of revenue.

Recommendation:

That this report be received for information.

Prepared by: Susan Wilson, Supervisor of Transportation

Submitted by: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

152 Gainsborough Road,
Hamilton, Ontario
L8E 1E5
12 September 1991

Hamilton Board of Education,
Main Street West,
Hamilton, Ontario

Members of the Board,

I am writing to request significant changes with regard to the services rendered on behalf of Gifted students at the Secondary level, specifically with respect to transportation.

The concern is this; students who live in areas other than the West end of Hamilton are forced, by virtue of programme location, to travel all the way across the city in order to receive the programme to which they are entitled under Provincial Law. The present policy of providing bus tickets is not reasonable when one considers the amount of time young adolescents must spend sitting in a bus both on the way to school and at the end of a day.

Consider that Gifted students should be encouraged to participate fully in the sports and extra-curricular activities which Secondary schools provide for the development of our youths. Westmount Secondary School provides these programmes. My son would like to participate but the bus journey to the East end of Hamilton takes over an hour and a quarter each way. If I take time out of my day to drive him to meet one of the mountain bus routes, this time can be reduced slightly but as a parent I lose this time transporting my son twice daily.

I am very much aware that the cost of doing business comes under scrutiny and never more so than when you are running for election or re-election as the case may be. May I suggest that you scrutinize the distinction made between those who are future leaders in this nation, i.e., the Gifted, and those whose special needs fall elsewhere in the spectrum. Are the Gifted less worthy than the Slow Learners or handicapped students? Is it not the case that people think that the Gifted can cope and others must be assisted and your Board reflects this in its policies? If my son were handicapped he would have transportation laid on for him and have time left over for extra-curricular activities, however at his end of the spectrum he loses out on the time to have a full educational life because of a transportation policy that serves budget needs before it serves the needs of Gifted secondary students. It is obvious that if the programme were located more centrally its access would be more equitable for all concerned.

How many young Gifted students "give up" on the thought of staying in the programme because it is so remote from their residence area? I know of several of my sons former classmates who gave up on the programme to which they were/are entitled simply because the Board of Education does not fulfil its moral obligation to provide equal access to programmes for the Gifted student.

I realize that taxis are costly. A school bus laid on to take gifted students to their programme would be far more speedy than a public bus, and it too would cost more than a few tickets a month per student. What is the cost to our nation if we don't see beyond our immediate budgetary constraints into the potential within these students? How many of the trustees drive twice a day to deliver their children to and from a bus route?

I request that the Board of Education fund transportation, either in the form of a special bus or taxi, for Gifted students who live East of Wentworth Street, Hamilton. This transportation would then replace the cost of funding public bus transportation and would allow Gifted students an equal opportunity to participate in the full programme offerings at Westmount Secondary School.

Yours sincerely,

Alaric J.M. Woodrow

Alaric J.M. Woodrow

Education Centre
100 Main Street West
Hamilton, Ontario

1991 10 08

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Hamilton Board of Education
L8N 3L1

Ladies and Gentlemen:

RE- Sale of Ridge School - Site and Building

The Board approved the sale of Ridge School in July 1989 (Accommodation Report). We formally notified all priority agencies of our intention to sell this property according to Ministry of Education requirements. None of the priority agencies was interested in purchasing the school and site.

The property was advertised for sale on September 4th and 7th with tenders closing on September 27th, 1991. Eleven tender forms were handed out and three tenders were submitted ranging from $325,000 to $511,000. The tender prices were substantially below the appraised value of the property.

Recommendation

That the three tenders received for the purchase of Ridge School - Site and Building not be accepted.

Prepared by: D. Kelterborn, Manager, Property and Insurance

Submitted by: P. Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. Rielly, Director of Education and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario
1991 10 08

TO THE CHAIRMAN AND MEMBERS
Operations Management Committee
Hamilton Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Peace Memorial School - Adjacent Land Development and request to purchase a portion of school property (.4 acres)

The owner of a property which abutts Peace Memorial School has requested that the Board sell a portion of the school site to complete his development plans. The driveway at Peace Memorial School is located on City property known as Munn Street (Road Allowance).

The development proposal is consistent with current zoning and would provide for seven new single family dwellings with low density, low intensity use of the property while maintaining the general character of the neighbourhood.

To develop this property it is necessary to extend Munn Street to comply with City requirements. The extension would require the Board to sell .4 acres (17232 sq. ft.) of

school property (present parking lot and a portion of land to the north of parking lot).

If the decision is not to sell the land, the extension and servicing of Munn Street would not likely take place. Two options would result. Plan A: relocate the existing driveway, sidewalk, fences and improve the parking lot (bring it up to municipal requirements) at an estimated cost of $84,558 (Appendix A) or Plan A-1: purchase half the road allowance nearest our property and relocate the driveway at an estimated cost of $109,554 (Appendix A-1).

If the decision is to sell the land, Munn Street would be extended and serviced as per Plan "B". We would recommend that in exchange for Board's land the developer pay all costs of opening up the road, all costs to replace and expand the school's parking lot, side walk, and fencing etc. The estimated cost to the developer would be approximately $154,200 (Appendix B). The value of the land is estimated at $90,000-$100,000. A legal agreement would be drawn up accordingly, and all work would be done to Board specifications.

Advantages to Plan "B" (Sale of .4 acres)

1. New parking lot plus additional spaces to meet City by- law standards.
2. Cost to improve parking spaces, relocate the driveway, sidewalks, fencing etc. and to open Munn Street would be less than the land value.
3. Additional security - homes facing school yard.
4. Street lighting will illuminate parking lot.

Disadvantages to Board if Sale of .4 acres Approved

1. Site reduced from 5.3 acres to 4.9 acres.
2. Portion of grassed area turned into parking lot.

The Principal, Superintendent of Schools and Plant have had several meetings with the Developer and his Planning Consultant and support the following recommendation:

RECOMMENDATION

That in exchange for .4 acres (17,232 sq.ft.) of Peace Memorial School property for residential development and roadway purposes, the developer will provide at no cost to the Board the extension/servicing of Munn Street, improvements and changes to Peace Memorial site (ie. new parking lot, sidewalk, fencing and catch basins). All work would be done to Board specifications.

Prepared by: Doug Kelterborn
Manager of Property and Insurance

Submitted by: Paul Shewfelt
Superintendent of Finance and Treasurer

Approved by: Keith Rielly
Director of Education and Secretary

APPENDIX A

Peace Memorial - Housing Development

Costs for Improvements to Board's property
PLAN A

1. Pavement
   New heavy duty pavement - 4767 sq/ft @ $4 = $19,068
   New recapped pavement - 5865 sq/ft @ $2 = $11,730
   New heavy duty paved driveway - 3740 sq/ft @ $4 = $14,960
   New concrete parking curbs - 14 @ $85 ea. = $ 1,200

2. Site Services
   New catch basins - 2 @ $4350 = $8700

3. Concrete sidewalks -
   New concrete sidewalk 600 sq/ft. @ $10 = $6,000

4. Fencing
   New 4' c.l. fence industrial grade 486' @ $15 = $7,290
   New wooden fence 194' @ $15 = $2,910

5. Work by City of Hamilton
   New concrete approach for driveway and alter sidewalk and road 50' @ $100 = $5,000

6. Land acquisition ---

7. Contingency (10%) $7,700

TOTAL **$84,558**

(estimated cost: surveys, engineering etc. not included)

APPENDIX A-1

Peace Memorial - Housing Development

Costs for Improvements to Board's property
PLAN A-1

1. Pavement
   New heavy duty pavement 4425 sq/ft @ $4 = $17,700
   New recapped pavement 5865 sq/ft @ $2 = $11,730
   New heavy duty paved driveway - 3740 sq/ft @ $4 = $14,960
   New concrete parking curb 14 @ $85 each = $ 1,200

2. Site Services
   New catch basins - 2 @ $4350 = $8,700

3. Concrete sidewalks
   New concrete sidewalk 325 sq/ft @ $10 = $3,250

4. Fencing
   New 4' c.l. fence industrial grade 210 sq/ft @ $15 = $3,150
   New wooden fence 227 sq/ft @ $15 = $3,505

5. Work by City of Hamilton
   New concrete approach for driveway 24' @ $100 = $2,400

6. Land acquisition cost
   R.O.W. portion 1/2 = 33' = $33,000

7. Contingency (10%) = $ 9,959

TOTAL **$109,554**

(estimated cost: surveys, engineering etc. not included)

APPENDIX B

Peace Memorial - Housing Development

Costs for Improvements to Board's property
PLAN B

1. Pavement		
New heavy duty pavement -	10360 sq/ft @ $4 =	$41,400
Recapped pavement -		---
New heavy duty paved driveway -		---
2. Site Services		
New catch basins -	2 @ $4350 =	$8,700
3. Concrete sidewalks		
New concrete sidewalk	375 sq/ft. @ $10 =	$3,750
4. Fencing		
New 4' c.l. fence industrial grade	270' @ $15 =	$4,050
New wooden fence	150' @ $15 =	$2,250
5. Work by City of Hamilton		
Approach for driveway		---
6. Land acquisition cost		---
R.O.W. portion		
7. Contingency (10%)		$6,000
	Subtotal	$66,200
8. Servicing of Munn Street (220' x $400 ft. approx.)		$88,000
	TOTAL	**$154,200**

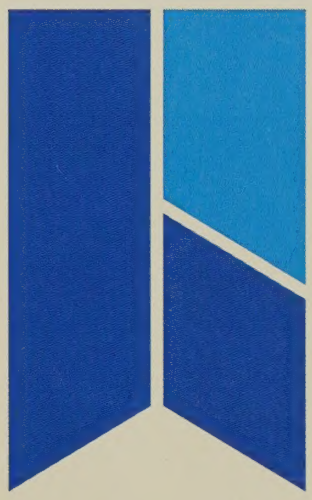
(estimated cost; surveys, engineering etc. not included)

Placeholder for Foldout.

Insert to Be Photographed at a Later Date.

Placeholder for Foldout.

Insert to Be Photographed at a Later Date.



Hamilton Public Library

To View This Foldout Material in Person, Please Contact Hamilton Public Library **http://www.hpl.ca**

Placeholder for Foldout.

Insert to Be Photographed at a Later Date.

1991 10 08

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton.

Ladies & Gentlemen:

Re: Appointment of Architects,
Renovations

As part of the C.E.F. (Capital Expenditure Forecast 1992-96), the Board has identified the following high priority capital projects. In addition, the Director's Accommodation Committee Report recommended that the Superintendent of Plant be authorized to engage Architects to design and supervise construction of several of these projects. Accordingly, it is necessary to commence design work on projects scheduled for construction as soon as possible so that tendering can take place in the Spring of 1992 and to allow preliminary design work to commence on future projects. Therefore, the Superintendent of Plant recommends that the Architects noted be engaged for the projects identified.

Recommendation:

It is recommended that the Superintendent of Plant engage:

(a) The firm of Svedas Koyanagi, Architects, for professional services for renovations and addition to Memorial School.

(b) The firm of Rankin Architect Inc. for professional services for renovation of King George Elementary School and for asbestos control work as required at Ainslie Wood and Delta Secondary Schools.

(c) The firm of Anthony Butler Architect Inc. for professional services for renovation of Lloyd George and Hillsdale Elementary Schools.

(d) The firm of Moeller & Hassell, Architect & Engineer for professional services for the renovations of Hill Park Secondary School.

Prepared and submitted by: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education
and Secretary.

Education Centre
100 Main Street West
Hamilton, Ontario
1991 10 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Occupancy of Briarwood Adult Education Centre

The following is provided as an update regarding the plans for occupancy of Briarwood Adult Education Centre in preparation for program offerings in January 1992:

1) The Adult and Continuing Education Department will be setting up office facilities at Briarwood by October 31, 1991. This is necessitated by the need to effectively plan for implementation as well as to establish a physical presence in the community. It is anticipated that by attending the facility for enquiries, people will be encouraged to register for the program offerings which begin in January 1992.

2) Initially it was anticipated it would be eighteen to twenty-four months before the department would be in a position to offer computer courses to the adult community. However, it would now appear that we will be able to provide the necessary equipment and instruction by as early as January, 1992.

   This has been made possible by moving the computers presently housed for adult in-house training (academic and business personnel) at Scott Park Secondary School to Briarwood for late December. By moving the two labs to Briarwood, it will enable us to offer computer programs to adults during a substantial part of the day and evenings while at the same time still providing our existing training program for Hamilton Board personnel. In so doing we will be able to maximize our existing capabilities without any increase costs. In essence, this will advance some of the potential plans for program offerings at Briarwood substantially. It should be noted however, that it will also be necessary to transfer the staff of the Computers in Education, Media in Education and Partners in Action departments to this facility. As such they will occupy one room at Briarwood as well. This is necessitated by the fact that the department will be responsible for the support and maintenance of the staff and equipment respectively. This move still provides Scott Park School with the same computer lab capabilities as all of our other secondary schools.

3) In preparation for limited occupancy October 1991 and later full occupancy January 1992, custodial preparation was undertaken. Rather than renting other facilities for in-service activities, limited parts of the Briarwood facility is presently being used. Significant savings in in-service costs have resulted.

Recommendation

It is recommended that this report be received for information.

Prepared and presented by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

1991 07 09

Education Centre
140 Borough Drive
Scarborough, Ontario
M1P 4N6
Tel. (416) 396-7100

Scarborough Board of Education

Meeting The Challenge

meron A. Cowan
rector of Education
retary and Treasurer

rl G. Campbell
sociate Director
Education

July 3, 1991

The Honourable Kim Campbell
Minister of Justice and
Attorney General of Canada
House of Commons
Ottawa, Ontario
K1A 0A6

Dear Minister,

At a meeting of the Scarborough Board of Education on June 27, 1991, the following motion was passed:

> "THAT the Board of Education for the City of Scarborough inform the appropriate federal parliamentary committee that this Board supports the proposed gun control legislation as it has been written, and that this Board encourage the support of this legislation by all Ontario public school boards."

Yours truly,

C. A. Cowan
Director of Education

Copy to: Parliamentary Committee on Bill C-80
Coalition for Gun Control
All Public School Boards

CAC:sen

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

NOVEMBER, 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 S.A.L.E.P. 18:00	5 French Language Section 19:00	6	7 Development 18:15	8	9
10	11	12 ELECTION DAY Operations ? Management ? 18:15	13	14 Personnel and Organization 18:15	15	16
17	18 Caucus - New Board 19:00	19	20 Special Education Advisory Committee 19:00	21 Board 20:00	22	23
24	25	26	27	28	29	30

Issued 1991 09 24

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 10 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Norwood Park, Grades 7-8, St. Donat, Quebec, 1992 01 05-08 (Sunday to Wednesday)

(ii) Delta, Hill Park, Grade 11 Geography, Niagara Falls. Ontario and New York, 1991 10 [illegible] (Tuesday)

(iii) Sherwood, Grades 9-10, Ottawa, 1991 11 13-15 (Wednesday to Friday)

(iv) Westdale, Grades 9-OAC, Paris, France, 1992 03 12-21 (Thursday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2539

100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2539

Director of Education & Secretary

Directeur de l'éducation et secrétaire

1991 11 05

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE
(Trustees Hill, Baskin, Desmarais, McWhinnie, Penner, Rogers, A. Stewart and Cunningham.)

Ladies and Gentlemen:

This will confirm that the Operations Management Committee will meet on **WEDNESDAY, 1991 11 13 at 18:15 hours**.

Your attendance is requested.

Yours truly,

K. A. Rielly
Director of Education
and Secretary

rm

Notice sent to all trustees.

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1991 11 13

Confirmation of the minutes of the regular meeting of 1991 10 08 and special meeting of 1991 10 24.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report from the officials relative to the presentation by the Youth Environment Society of Westmount regarding the purchase of post-consumer waste recycled paper - **Pages 1 and 2**

2. Report from the officials relative to the presentation regarding the Boundaries of Helen Detwiler School - **Pages 3 to 8**

3. Report from the officials relative to the presentation and petition regarding busing - 1900 Main Street West - **Pages 9 and 10**

4. Report from the Accommodation Committee re Site for a French Immersion Program in a Secondary School - **Page 11**

NEW BUSINESS:

1. Request from the City of Hamilton re the Hamilton Strategic Plan - **Page 12** (from October Board)

2. Interim Financial Status Report - **Pages 13 to 18**

3. 1992 Insurance Coverages and Premiums - **Pages 19 to 21**

4. Update on Dofasco Assessment Appeal - **Page 22**

5. Section 27 Programs New Young Offender (Phase I) Program - **Pages 23 and 24**

6. Executive Summary regarding the French Language Education Governance Advisory Group - **Pages 25 to 28**

7. Tri-Board Communication (requested by Trustee Clarke) - **Page 29**

8. Report re 1991 Quarter Century Club Dinner - **Page 29**

9. Report of Name Search Committee (Briarwood School) - **Page 30**

10. Report of the AIDS' Policy Committee - **Pages 31 to 37**

11. Report of the Supervised Alternative Learning for Excused Pupils Committee - **Pages 38 and 39**

12. Report of the Special Education Advisory Committee - **Page 40**

ELEMENTARY/SECONDARY

BUSINESS ARISING FROM THE MINUTES:

1. Recommendations of the Director of Education - **Pages 41 and 42**

2. Magnet Schools - **Pages 43 to 50**

NEW BUSINESS:

1. Request of McMaster University re a pilot study on back pain among students - **Page 51**

Area Four Office
Board of Education
50 Millwood Place
Hamilton, Ontario
L9A 2M8

1991 11 13

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen :

Re: Youth Environment Society - Westmount Secondary School

In considering **the recommendation of the Youth Environment Society** of Westmount Secondary School that " **the Board of Education for the City of Hamilton purchase recycled paper for usage in its school system.** " the following information is provided.

1.) The Environmental Policy approved by the Board in October 1990 supports and promotes practices and programs which are compatible with a healthier, less polluted and sustainable environment. The Policy further encourages role modelling of practice; showing progress toward this goal; and eliminating operations and procedures which are inconsistent with this goal.

2.) In the Board we have been concentrating on reducing paper usage (using both sides of the page), reusing paper, and recycling paper. The Progress Report in May 1991 detailed such programs.

3.) To date, as stocks are used up, envelopes purchased for Education Centre and Area Offices are made of recycled material. Some paper products used in our instructional programs, such as bristol board contain recycled material. Recycled photocopier paper causes frequent paper jams and is not being purchased at large for the system. Recycled paper quality requires improvement to operate effectively in photocopiers.

4.) When tendering, competitive prices for both recycled and virgin products are requested. With very few exceptions, virgin paper products continue to be offered at lower prices. The difference in price varies up to 20 % depending on the paper product. By way of example the difference in price for exam scap is 66 cents or 10% (Virgin Exam Paper $6.79, Recycled $7.45). The paper tender for 1991 photocopier paper indicated that on our base purchase of $350,000 it would cost 12% more or an additional $42,000 for the same quantity.

5.) The Purchasing Department monitors the marketplace for new products that are environmentally friendly and of a quality that meets the needs for the intended use. The current purchasing practice as mandated through Budget Procedures is to purchase on the basis of best value for the money.

6.) Operations and procedures are being reviewed in preparation for the annual report on the Environmental Policy. Decisions pertaining to paper may be better evaluated when this more full report is presented.

The Board may decide to adopt immediately the Y.E.S. recommendation. Doing so does not necessarily guarantee that our entire system would be able to use immediately recycled paper products, as in the case of photocopier paper. Another consideration would be to target a certain percentage of money (eg.. 3 to 5 %) to be applied to the purchase of recycled paper on a larger scale than is currently being carried out in the System. Our Policy is an enabling statement that encourages movement toward meeting environmental goals. Within the goals of our 1992 Budget the Board may decide to adopt a more vigorous approach to paper products.

RECOMMENDATION:

The Purchasing Department continue to monitor the marketplace for environmentally friendly and recycled paper products and that the Board determine in the 1992 Budget Process if a percentage premium should be paid for recycled material.

Prepared by:	G. Hardman	- Manager, Purchasing
	M. Robinson	- Buyer, Purchasing
	P. Gillie	- Superintendent Responsible for the Environmental Policy
Submitted by:	P. Gillie	- Superintendent of Schools
Approved by :	K. Rielly	- Director and Secretary

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
100 MAIN STREET WEST
HAMILTON, ONTARIO

November 13, 1991

TO THE CHAIRMAN AND MEMBERS
OPERATIONS MANAGEMENT COMMITTEE
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Ladies and Gentlemen

We are pleased to present the Officials' response to the brief presented to the Operations Management Committee by parents of the DiCenzo Gardens Survey on Tuesday October 8, 1991, requesting permission to attend Helen Detwiler School rather than Ridgemount School.

Our presentation includes a review of Neighbourhoods 66, 76, 86, 87, 88, 89, 90, 95 and 96. Enrolment details for each of these neighbourhoods for September 30, 1991, are provided on a table attached to this report. As well, potential real estate development timelines and population forecasts for the next five years are shown on the same table.

SOME GENERAL REMARKS ABOUT HOUSING DEVELOPMENTS

Past experience has shown that as communities are developed, student yield grows over a period of approximately ten years. Maximum enrolments from new communities are not reached immediately. It may be expected that communities south of Stonechurch Road which have recently become fully developed with housing will continue to grow in school enrolment for at least the next decade.

After maximum enrolments are reached, and as communities age, enrolments decline slowly over a period of twenty or more years. Some rejuvenation of older neighbourhoods may occur as older families with grown children move to smaller residences, but usually older community enrolments stabilize rather than increase. The Hamilton Board of Education has seen this pattern repeated in the upper city many times.

REVIEW OF THE NEIGHBOURHOODS OF THE SOUTH-EAST SECTION

NEIGHBOURHOOD 66 (GREENINGDON)

Ridgemount School is located in this block. Enrolment in this community has been slowly declining over the past twenty years. It is expected that total elementary enrolment will continue to decline from the 1991 enrolment of 278 to less than 250 over the next five years (jrk to gr 8 enrolments : 1989 = 300, 1990 = 287, 1991 = 278). Ridgemount School receives approximately 175 of its students from its own area but this number will fall slightly over

the next few years. Without enrolment support from communities south of Ridgemount School, Ridgemount may fall to a level below 150 students.

NEIGHBOURHOOD 76 (JEROME)
This neighbourhood has seen little development. Two small subdivisions are planned for the next 5 years. It is anticipated that this community will develop slowly. Currently this block sends its students to Ridgemount.

NEIGHBOURHOOD 86 (RYCKMAN'S)
This neighbourhood is currently undergoing intermittent development. Builders have indicated to the City of Hamilton Planning Department that the population of this neighbourhood could be 1100 by 1998. (1988 = 369) A population of 1100 could yield between 250 and 275 jrk to gr 8 students (approximately 180 jrk to gr 5 students). It may be that up to 70 additional junior school students may live in this community within 5 years. At present, these students are bussed to Ridgemount School. Without the continued support of the enrolment from this community the Ridgemount facility will be underutilized.

NEIGHBOURHOOD 87 (BARNSTOWN)
This community is nearly fully developed. The remaining 10% of the area is being developed now. On September 30, 1990, there were 417 jrk to gr 8 students living here (323 jrk to gr 5). It is expected these numbers could increase to 520 and 405 respectively as new younger families living in this community continue to have children. The pattern of growth is expected to persist for a number of years. It is possible that Helen Detwiler School will require portable classrooms to accommodate its own neighbourhood within the next ten years.

NEIGHBOURHOOD 88 (BUTLER)
This community is experiencing development now. On September 30, 1991, 119 jrk to gr 8 students attended HBE schools (jrk to gr 5 = 91). It is anticipated that this community will grow, within 5 to 7 years, to approximately 480 jrk to gr 8 students or 330 jrk to gr 5 students. There is no public elementary school in this community and the Hamilton Board of Education owns no property here. Public elementary students living in Block 88 will have to attend school outside their community. Most students now living in Block 88 attend Thornbrae School (57 students on September 30, 1991). As Block 88 develops, it is believed that Helen Detwiler School will have to provide accommodation for the major portion of junior school students living on the west side (east of Upper Wentworth Street between Stonechurch Road and Rymal Road).

NEIGHBOURHOOD 89 (ELEANOR)

This community is less than one third developed at the present time. Approximately one third of Eleanor is scheduled to be developed within the next 3 to 5 years. The final third may not be developed for some time. The Hamilton Board of Education owns an 8.8 acre site in this block and it may be that a school will be required here within ten years. Presently, students living here attend Lincoln Alexander School.

NEIGHBOURHOOD 90 (TEMPLEMEAD)
This neighbourhood is nearly fully developed. School aged population in this community will continue to grow for the next ten to fifteen years before it declines. (A similar pattern was seen in communities nearer the mountain brow.) It should be noted that students in this community attend five junior schools in substantial numbers. Students from Neighbourhood 90 have been accommodated in vacant space in a number of schools north of Stonechurch Road. No one school has been large enough to receive all the students living in this community. As a result, many bus routes are run through this community and no one school has developed as the central focus.

NEIGHBOURHOOD 95 (ALLISON)
Ryckman's Corners School is located in this community (a small school on a small property). It is expected that some growth will occur in the eastern section of this community over the next 5 years. Ryckman's Corners School may not be able to accommodate this growth.

NEIGHBOURHOOD 96 (CHAPPEL EAST AND WEST)
A large cemetery and city park are located in this community. Growth is now occurring in Chappel East, the junior students moving into this community are being bussed to Franklin Road School.

NEIGHBOURHOOD 97 (BROUGHTON EAST AND WEST)
This community has experienced significant growth over the past three years and continued growth is expected for the next three years. Junior students living in this community are being bussed to Vern Ames School.

RECOMMENDATION RELATED TO THE REQUEST OF THE DICENZO GARDENS PARENTS TO ATTEND HELEN DETWILER SCHOOL

It is recommended that no change be made in the western boundary for Helen Detwiler (Upper Wellington Street) and that the request of the parents be denied.

RATIONALE FOR THE RECOMMENDATION

(1) Neighbourhood 87 will continue to experience growth and will fully utilize Helen Detwiler School within the next several years.
(2) Neighbourhood 88 is now growing and as no site is available in this community for a school, students living here will have to attend school outside the area. Thornbrae is over-extended (approximately 175% of H.B.E. capacity using 7 portables), Lincoln Alexander School will soon be full, C. B. Stirling School is unavailable. Helen Detwiler School may be the only available facility.
(3) Neighbourhood 86 is experiencing intermittent growth and will within the next five years have approximately 70 resident junior school students.
(4) Ridgemount School (where Dicenzo Gardens students are bussed) is in a low enrolment community and this school will have sufficient space to accommodate Neighbourhood 86 for the foreseeable future.

Prepared by: O. Jackson
Supervisor of Research Services

Submitted by: P. Gillie
Superintendent of Area Four

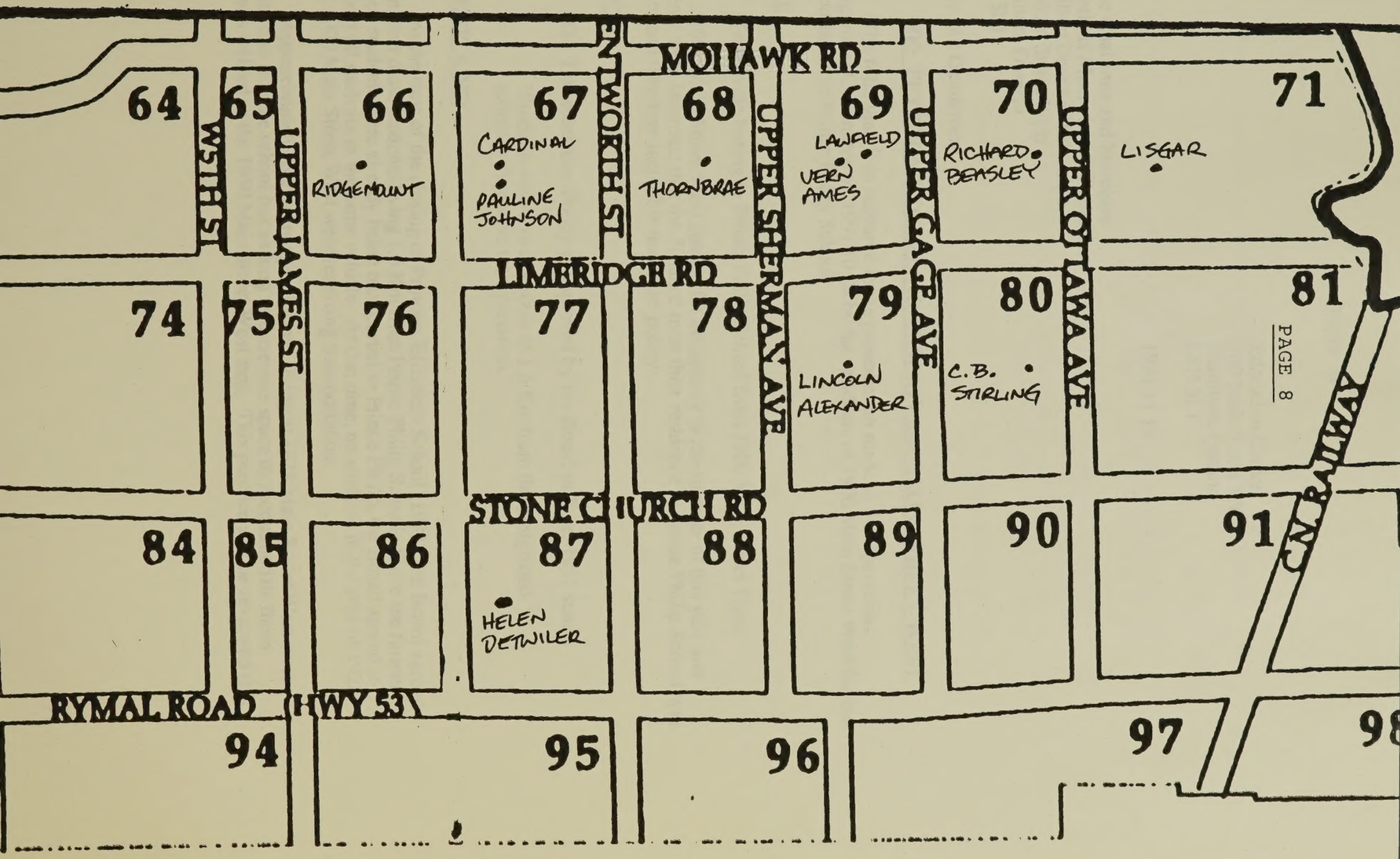
Approved by: K. Rielly
Director of Education and Secretary

JUNIOR SCHOOL ENROLMENT IN SELECTED NEIGHBOURHOODS: SEPTEMBER 30, 1991

SCHOOL	BLOCK 66	76	86	87	88	89	90	95	96	97
Catchment Area ->	Ridgemnt	Ridgemnt	Ridgemnt	Helen D	Thornbrae	Lincoln	T/V/H/S	Ryck	Fr/Ry	V.Ames
BUCHANAN PARK				1						
C.B.STIRLING						1	22			
EASTMOUNT PARK	2									
FERNWOOD PARK	1				1	1				
FRANKLIN ROAD				2						1
G. L. ARMSTRONG	2					1				
GORDON PRICE							1			
HELEN DETWILER			1	319			1			
HOLBROOK				2		1				
HUNTINGTON PARK						7	100	1	1	
JAMES MACDONALD	1			1				1		
LINCOLN ALEXANDER				1		124	2			
LINDEN PARK	3		1	3		1				
LISGAR						2	2			
NORWOOD PARK	7		2	7	4	2	4			
PAULINE JOHNSON	6		1				1			
PEACE MEMORIAL				1		1	2			
QUEENSDALE	3						1			
R. A. RIDDELL						2	3			
RICHARD BEASLEY						2	3			
RIDGEMOUNT	171	9	20	4		2				
RYCKMAN'CORNERS			2	1				24	1	
SENECA				1			1			
SHERWOOD						2	20			
THORNBRAE					58		36		3	3
VERN AMES						3	82	1		17
WESTWOOD	4			2			1			
LOWER CITY			1	4		5	4			1
TOTALS	200	9	28	349	63	157	287	27	5	22
POTENTIAL FOR GROWTH OVER THE NEXT TEN YEARS BY NEIGHBOURHOOD										
GROWTH IN 1 YR			SMALL	MEDIUM	MEDIUM	SMALL	SMALL			MEDIUM
GROWTH IN 3 YRS		SMALL	SMALL	MEDIUM	MEDIUM	MEDIUM		SMALL		LARGE
GROWTH IN 5 YRS		SMALL	SMALL	MEDIUM	MEDIUM	MEDIUM		MEDIUM		MEDIUM
LONGER TERM GROWTH						MEDIUM			LARGE	
POSSIBLE TOTAL GROWTH	NEGATIVE	30	70	120	200	180	30	30	200	180

Note: Small Growth = 10 to 25, Medium Growth = 26 to 50, Large Growth = 51 to 100

SCHOOL LOCATIONS IN THE S.W. SECTION OF THE UPPER CITY



Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

1991 11 13

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Ladies and Gentlemen:

RE: PETITION REGARDING BUSING - 1900 MAIN STREET WEST

The following is in response to the presentation made to the Operations Management Committee on 1991 10 08 by the residents of 1900 Main Street West for bus transportation to Prince Philip School.

ISSUE

To provide busing to Prince Philip School from 1900 Main Street West.

1900 Main Street West opened for occupancy in the summer of this year and residents were informed that the distance from their residence to Prince Philip School was 1.2 Km and therefore ineligible under the policy.

POLICY

The Transportation Policy as approved by the Board in June, 1991 states:

> "Students who live in excess of 1.6 Km from the designated school will receive transportation."

BACKGROUND

At the time of the closing of Princess Elizabeth School (1983), the Board agreed to transport those students living 1.6 Km from Prince Philip School. Since the former Binkley students were already being transported to Prince Philip, the Board agreed to transport all students in the same vehicle. At that time, no students in the area of 1928, 1950, 2000 Main Street West were receiving transportation.

Approximately four years ago, students living at 1928 Main Street West were permitted to ride the school bus as long as there was space to accommodate them. Students walked to the 1950 Main Street West stop. This practice will be reviewed this year.

The following will address the concerns as outlined by the parent presenters:

CONCERNS

1. The Board is equally concerned about the safety of students and this is stated in the Transportation Policy:

   "The Board considers the safety of students to be of paramount importance and will take all reasonable precautions to ensure that vehicles transporting students are operated and maintained in accordance with the Highway Traffic Act, the Public Vehicle Act and this policy."

   Safety procedures are also practiced at the location of pick-up and drop-off points.

   The Board cannot provide transportation for every student required to cross with traffic signals. The parents may wish to approach the City's Traffic Department with regard to a crossing guard.

2. Many students, in various areas of this city, walk up to 1.6 Km to attend their community school. Inclement weather has no bearing on the Transportation Policy.

3. With respect to safety on the streets, parents may wish to consult with the Hamilton Wentworth Regional Police, Community Services Department.

4. The Irvis apartment building received transportation when Binkley closed. This matter will be reviewed this year.

RECOMMENDATION:

That no action be taken to provide transportation for students residing at 1900 Main Street West.

Prepared by: Susan Wilson, Supervisor of Transportation

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

The Board of Education for the City of Hamilton

OFFICE OF THE
SUPERINTENDENT OF SCHOOLS

50 MILLWOOD PLACE
HAMILTON, ONTARIO L9A 2M8

(416) 574-1668
or
574-1669
Fax No.
574-8151

1991 11 05

To the Chairman and Members
Accommodation Committee
Board of Education for the City of Hamilton

Ladies and Gentleman:

In accordance with the recommendation submitted in the June, 1991 Accommodation Report, "It is recommended that effective September, 1991, a secondary French Immersion site be opened in the upper city, such school to be designated no later than December 31, 1991", I am pleased to inform you that a decision has been made.

The location of the mountain French Immersion program will be Westmount Secondary School. The initiation of program will be September, 1992.

This decision was made collaboratively with the mountain secondary principals, representation from the program department and accommodation committee, input from parents across the mountain, the principal of Norwood Park School and the two mountain superintendents. It was approved by Administrative Council, November 4, 1991 in accordance with the process outlined in the French Immersion Policy document, May, 1991.

Nancy Nicholls,
Superintendent of Schools,
Area 2.

1991 10 08

THE CORPORATION OF THE CITY OF HAMILTON
City Hall, 71 Main Street West, Hamilton, Ontario L8N 3T4

September, 1991

Dear Sir/Madame:

Re: Hamilton Strategic Plan - Your Opportunity to Participate

I am pleased to forward to you an Information Brochure on the development of a Strategic Plan for the City of Hamilton. As you can appreciate, the input of Hamilton residents, special interest groups and organizations is very important in the development of an effective and responsive Strategic Plan. In this regard, I am formally inviting your organization to participate in the formulation of Hamilton's Strategic Plan by preparing written comments for submission to the Strategic Plan Task Force.

The attached Information Brochure provides background on Strategic Planning in Hamilton, a description of the process to develop Hamilton's Strategic Plan and a framework for discussion in regard to the contents of your written submission. We are requesting that written comments be forwarded to us by no later than October 25, 1991.

If you have any questions on Hamilton's Strategic Plan, please do not hesitate to contact Mr. Bill Janssen of the Planning and Development Department at 546-4147.

I look forward to hearing from your organization.

Yours truly

L. Sage, H.B.A.
Chief Administrative Officer
and Chairman, Strategic Plan Task Force

Education Centre
100 Main Street West
Hamilton, Ontario

1991 11 13

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

INTERIM FINANCIAL STATUS REPORT
Modified Cash Basis
Nine Months Ending September 30, 1991

I am pleased to present our third Interim Financial Status Report of The Board of Education for the City of Hamilton. It has been prepared on a modified cash basis. That is, current year expenditures and revenues are generally shown as they are paid or received. Commitments are included in expenditures.

This report, which is not a substitute for the financial forecast, compares the spending patterns for the first nine months of 1991 to 1990.

Total expenditures and revenues are approximately at the same percentage of the total budgets for both years. However, there are favourable spending trends in a few expenditure accounts.

This report will be updated in December (based on October) with our year-end position reported in early March of 1992.

RECOMMENDATION:

THAT the Interim Financial Status Report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1991 & 1990

	1991			1990			Note
	Budget	Sept. 30	%	Budget	Sept. 30	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	212,576	145,839	68.6	196,531	134,886	68.6	
Travel, Personnel Training, Bursaries	1,303	637	48.9	1,201	714	59.5	1
Books & Supplies	15,985	10,627	66.5	15,831	11,136	70.3	
Energy Costs	4,838	3,071	63.5	4,641	2,864	61.7	
Replacement & New Equipment	3,702	2,832	76.5	1,809	2,332	128.9	2
Debt Charges	1,490	366	24.6	1,253	683	54.5	3
Capital from Current, Repairs, & Permanent Improvements	9,144	8,491	92.9	11,881	11,147	93.8	
Rentals, Fees & Contractual Services	9,312	5,125	55.0	8,031	4,818	60.0	
Tuition Fees	3,383	2,125	62.8	2,915	1,914	65.7	
Charge Back of Taxes	1,622	1,217	75.0	1,625	1,219	75.0	
Provision for Reserves & Other	2,525	3,235	128.1	2,368	2,738	115.6	4
TOTAL EXPENDITURES	265,880	183,565	69.0	248,086	174,451	70.3	
REVENUES (000'S):							
Levy for Mill Rate	153,982	116,616	75.7	152,382	111,229	73.0	
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit), Transfers	10,971	5,487	50.0	6,502	1,419	21.8	
Provincial Grants	81,716	57,284	70.1	69,443	51,961	74.8	
Other Provincial Revenue	935	893	95.5	567	624	110.1	
Tuition Fees	15,228	9,588	63.0	15,908	8,666	54.5	
Other Revenue	3,048	3,136	102.9	3,284	2,374	72.3	5
TOTAL REVENUES	265,880	193,004	72.6	248,086	176,273	71.1	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO INTERIM FINANCIAL STATUS REPORT
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1991 & 1990

EXPENDITURES

Note 1 Personnel Training -

- The rate of spending is slower in 1991, primarily due to the impact of alternate means of providing coverage for professional development activities.

Note 2 Replacement and New Equipment -

- In 1990 there were expenditures for technical and microcomputer equipment for which there were Ministry grants.

Note 3 Debt Charges -

- The 1991 budget includes a December payment on the $ 11,202,000 debenture received in June 1991. The actual terms of this debenture require annual payments commencing in 1992. Accordingly, the budget savings are approximately $ 560,000.

Note 4 Provision for Reserves and Other -

- In both years there are unbudgeted school site sales:

1991	Princess Elizabeth	$810,000
	Union School	465,000
1990	Spruceside/Mapleside	758,000

REVENUES

Note 5 Other Revenue

- The major increase arises from two site sales in 1991, as per note 4 above.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE YEARS ENDED DECEMBER 31, 1986 TO 1990

	Actual				
	1986	1987	1988	1989	1990
EXPENDITURES (000'S):					
Salaries & Wages, Employee Benefits	137,646	145,642	159,074	175,347	196,095
Travel, Personnel Training, Bursaries	645	673	881	1,090	1,060
Books & Supplies	11,125	11,875	14,721	15,450	15,118
Energy Costs	4,781	4,265	4,271	4,422	4,442
Replacement & New Equipment	2,293	2,345	3,570	3,605	2,955
Debt Charges	2,502	2,295	1,568	1,163	1,253
Capital from Current, Repairs, & Permanent Improvements	4,457	4,142	5,140	10,699	14,700
Rentals, Fees & Contractual Services	4,559	4,880	5,916	7,251	8,161
Tuition Fees	535	1,574	1,810	2,436	2,842
Charge Back of Taxes	1,234	1,244	1,494	1,279	1,956
Provision for Reserves & Other	1,244	3,175	5,465	3,913	3,087
TOTAL EXPENDITURES	171,021	182,110	203,910	226,655	251,669
REVENUES (000'S):					
Levy for Mill Rate	97,977	105,747	115,543	128,453	152,382
Refund of Taxes	5,444	0	545	0	0
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit) Transfers	8,184	7,978	9,018	10,980	6,272
Provincial Grants	52,372	59,024	64,553	67,205	76,446
Other Provincial Revenue	346	352	328	741	915
Tuition Fees	2,700	6,316	10,516	13,242	14,772
Other Revenue	4,577	4,656	5,187	4,668	3,997
TOTAL REVENUES	171,600	184,073	205,690	225,289	254,784

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED 1991 09 30
CAPITAL RESERVES & RETIREMENT GRATUITY RESERVES

CAPITAL RESERVES (000'S)

	Budget 1991	Actual 1991 09 30
Opening Balance	$3,677	$3,677
Revenues		
Transfer from Revenue - Operating Fund	250	250
Grants	-	-
Site Sales	-	1,275
Interest Earned	255	315
Property Rentals	162	-
	4,344	5,517
Expenditures		
Capital Projects	3,306	3,093
Closing Balance	$1,038	$2,424

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1991	Actual 1991 09 30
Opening Balance	$6,730	$6,730
Revenues		
Transfer from Revenue - Operating Fund	1,445	1,445
Interest Earned	655	489
	8,830	8,664
Expenditures		
Gratuities Paid	2,200	1,283
Closing Balance	$6,630	$7,381

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE NINE MONTHS ENDED 1991 09 30

	(000'S)
SHORT TERM INVESTMENTS AS AT SEPTEMBER 30:	
REVENUE - OPERATING FUND	$25,935
CAPITAL RESERVES	3,178
RETIREMENT GRATUITY RESERVES	7,355
TOTAL PORTFOLIO	$36,468
INTEREST EARNINGS:	
REVENUE - OPERATING FUND	$473
CAPITAL RESERVES	315
RETIREMENT GRATUITY RESERVES	489
TOTAL PORTFOLIO INTEREST EARNED FOR NINE MONTHS	$1,277
INTERNAL BORROWING SUMMARY:	
TOTAL INTERNAL BORROWINGS	$24,140
TOTAL INTERNAL REPAYMENTS	24,140
BALANCE @ SEPTEMBER 30	$0
INTEREST EXPENSE FOR NINE MONTHS:	
REVENUE - OPERATING FUND	$63

Board of Education,
Hamilton, Ontario,
1991 11 13.

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario.

RE: 1992 INSURANCE COVERAGES AND PREMIUMS

Ladies and Gentlemen:

The Boards' insurance policies (1992-01-01 to 1992-12-31) are due for renewal and the attached summary (Appendix A) outlines the coverages and premiums for 1991 and 1992.

Our liability insurance coverage has been with the Ontario School Boards' Insurance Exchange (OSBIE) since October 1, 1987. Our other insurance coverages have been placed through Dalton Insurance Brokers Limited since 1969.

The cost of insurance premiums for 1992 is **$359,958** a decrease of 2.5% over the 1991 premium.

In August the Ontario School Boards' Insurance Exchange (OSBIE) announced its entry into automobile insurance. In reviewing the comparative premiums and coverages we support the retention of Dalton Insurance Brokers Limited.

Highlights of our coverages are as follows:

Liability Insurance

- OSBIE is distributing a policy holder rebate for risk management purposes to our Board in the amount of $40,841 as follows:

  1992 distribution is $30,631
  1993 distribution is $10,210

- premium of $176,352 less the 1992 rebate of $30,631 equals **$145,721**

- excerpt from OSBIE newsletter:

"OSBIE'S Claims Committee examined claims of defamation of character made by administrators against Trustees and vice versa within Boards and recommended that the OSBIE Liability Policy be changed. The Board of Directors at their June 7, 1991 meeting passed a motion to exclude as of January 1, 1992, libel/slander/ defamation of character law suits brought by members of a school board against school board officers, or other board members, nor by officers against board members or other officers.

This will bring coverage in line with the original intent to protect the Board, Trustees, and Officers against claims of defamation of character, slander or libel made by someone other than a Trustee or Officer of the insured Board."

Since the release of this newsletter, we have been informed by OSBIE that this exclusion to the liability policy will not be effective January 1, 1992 as it is still under review. Coverage will remain in the policy until January 1993.

Property of Every Description

- buildings and contents values $426,157,500 includes renovations and additions plus 7% increase in building values and 4% increase in content values over 1991

- rate for 1992 is $.0415 per $100

RECOMMENDATION:

That the 1992 insurance coverages and premiums of $359,958 be approved.

Prepared by: D. Kelterborn,
Manager of Property and Insurance.

Submitted by: P. Shewfelt,
Superintendent of Finance and Treasurer.

Approved by: K. Rielly,
Director of Education and Secretary.

SUMMARY OF INSURANCE POLICIES 1991-92

POLICY	1991 PREMIUM	INCREASE/ DECREASE	1992 PREMIUM	POLICY LIMITS	DEDUCTIBLE	COVERAGE AND ENDORSEMENTS
LIABILITY INSURANCE (Ontario School Boards' Insurance Exchange)	173,196	-15.8%	145,721*	10,000,000	none	Bodily injury, property damage. Garage policy re: auto shops in secondary and vocational schools. Errors and Omissions - wrongful acts. Coverage for Non-Owned Automobiles.
AUTOMOBILE (Dalton Insurance)						Comprehensive and collision coverage subject to $250 deductible.
Liability	1,113	-3.8%	1,070			
Accident Benefits and Comp.	16,916	-5.2%	16,029	10,000,000	250	Public Liability and Property Damage.
AVIATION AND TRAVEL (Seaboard Life Ins. Co.)	568	-9.1%	516	1,000,000	none	Medical, weekly indemnity and $50,000 accidental death, for 19 trustees, 11 SEAC.
PROPERTY OF EVERY DESCRIPTION (Dalton Insurance) Fire and Theft Buildings, Contents, Micros	157,677	+12.1%	176,855	426,157,500	10,000	All risk coverage on buildings and contents subject to policy conditions. Micro-computers in schools, Education Centre and Warehouse subject to $5,000 deductible. Fire and extended coverage on house on East Avenue.
CRIME - Broad Form Money and Securities (Dalton Insurance)	6,963	-	6,963	1,000,000 25,000	none none	All employees bonded - $1,000,000 per occurrence. Each Elem., Sec., Vocational and Ed. Centre Vault. Theft inside/outside premises.
DATA PROCESSING (Dalton Insurance)	1,153	-	1,153	410,000	1,000	Education Centre computer room equipment - data processing media, property in transit, and extra expense coverage.
BOILER AND MACHINERY (Dalton Insurance)	11,751	-.8%	11,651	5,000,000	5,000	Comprehensive policy - coverage for explosion, burnout, breakdown, extra expense.
TOTALS	369,337	-2.5%	359,958			

*REFLECTS POLICY HOLDER REBATE FOR RISK MANAGEMENT PURPOSES FOR 1992 OF $30,631.

1991 11 13

To The Chairman and Members,
Operations Management Committee,
Board of Education
Hamilton, Ontario

Ladies & Gentlemen,

RE: UPDATE ON DOFASCO ASSESSMENT APPEAL

In 1989 the Ontario Supreme Court upheld the Ontario Municipal Board's (O.M.B) decision for a reduction of Dofasco's overall assessment by 10%, however, the decision was referred back to O.M.B. for a further review of the imposed settlement. Section 36(6) of the Assessment Act states that no change to the assessment base is permitted until all complaints, appeals or other proceedings concerning the assessment have been resolved. As a result, no payment has been made and Dofasco continues to appeal each subsequent year. The Regional Assessment Commissioner, acting on behalf of the Region, City and Board, has indicated that the time frame to resolve the legal issues cannot be reasonably determined.

We have established ongoing dialogue with the Ministry of Education on all aspects of this shared liability. It is their opinion that a reserve be established to reflect the long term nature of the dispute. Our external auditors support the direction of the Ministry of Education. That is, transfer the reserve for assessment appeal from the Revenue Fund to the Reserve Fund.

RECOMMENDATION:

That the reserve for assessment appeal be recorded in the Reserve Fund.

Prepared by: Greg Rutledge - Controller

Submitted by: Paul E. Shewfelt - Superintendent of Finance and Treasurer

Approved by: K. A. Rielly - Director and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario
1991 11 13

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Section 27 Programs New Young Offender (Phase 1) Program

Proposal

It is proposed that the Board of Education for the City of Hamilton and Family Services of Hamilton-Wentworth enter into an agreement to provide an educational program in a Secure Custody Young Offender (Phase 1) Program.

Rationale

Hamilton-Wentworth Family Services has negotiated with the Ministry of Community and Social Services to open a new program. The program is a secure custody setting for young offenders. The Hamilton Board of Education already has one contract with Hamilton-Wentworth Family Services to provide an educational program, under Section 27 of the General Legislative Grants, at their Webber House program.

The Webber House program which is currently at 2 Webber Avenue in the core of the city will be moving to a new location on Upper James Street. The proposed secure custody facility will share space in the rented building housing the Webber House program.

Family Services of Hamilton-Wentworth has a two year lease on the building and the program is expected to remain at the Hamilton location for two years (1991 09 - 1993 08). After this time period, the program will likely transfer to the Niagara Region in order to accommodate the needs in that region.

The clientele for the program are adolescents between the ages of 14 and 16. The male and female population of this prospective program are Young Offenders, Phase 1. Adolescents held at the Centre would be required by the courts to reside at the facility and enrol in the programs offered at the Centre. One of the primary programs offered would be the educational program.

The teacher will, of course, be an important part of the Centre's program by encouraging interested youth in academic and/or vocational upgrading. The young residents need the support of an on-site educational setting to assist with their motivation and rehabilitation program.

As in all of the Care, Treatment and Correctional Programs, this Youth Centre will be expected to supply at least one Youth Care Worker, but probably two Youth Care Workers, to support the program and work with the teacher. The setting has a capacity for ten full-time equivalent students. A proposed start-up date is 1991 12 02. Also, the Centre is an approved facility, as outlined by the Ministry of Education, and would receive full financial funding from the Ministry of Education to operate an educational program.

Financial Implications

The estimated expenditures for a full-time secondary level teacher at Hamilton-Wentworth Family Services Youth Centre are:

Salary and Benefits	$59,500.00
Instructional Supplies, Administrative Consultative and Supervisory Services	2,500.00
Furniture and Equipment Allowance	3,300.00
Total Expenditures	$65,300.00

The total financial expenditures, as noted above, would be provided by the Ministry of Education.

Recommendation

> That subject to approval by the Board of Education for the City of Hamilton and approved funding by the Ministry of Education, effective 1991 12 02, an educational program be provided at Family Services of Hamilton-Wentworth Youth Centre - Phase 1 Secure Custody, at no cost to the Board.

Prepared by: B. Seamans, Consultant
Care, Treatment and Correctional Programs

P. Shewfelt
Superintendent of Finance

Presented by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary of the Board

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 11 13

To the Chairman and members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: **Report of the French Language Education Governance Advisory Group**

BACKGROUND:

At a special information meeting of the Board on Monday, November 4, 1991, Brian Fleming made a presentation to a number of trustees regarding the above topic.

Based on the presentation and the question period that followed, there was a request for the Director to present an executive summary of the report to the November Operations Management Committee.

The attached executive summary was prepared by officials in the Legislative Branch of the Ministry of Education. Hopefully, it will be used in conjunction with the full report that was forwarded to the trustees to help formulate any response the Board wishes to make for input to the Minister of Education.

The following is a summary of the concerns discussed at the information meeting:

1. **Funding** (p. 32, 35 and 51-55) - presently there is not sufficient information

2. **Cost to the Taxpayer** - there will be additional costs to support additional changes in structuring any new bureaucracy or for additional numbers of trustees

3. **Proposals for Governance Structures** - concern about the size, nature and costs of bureaucracies. The question of why we should we change the present structure if it is working well

4. **French-Language Education Governance Implementation Commission** - some concern that this Implementation Commission's authority based on the success of the Planning and Implementation Commission (PIC) for Bill 30 in 1984

5. **Dispute Resolution Mechanism** - there is some ambiguity about how concerns will be resolved as they arise

6. **Transfer of Facilities** (p. 76-78) - the issue of compensation if facilities and sites are transferred to a new French-language Board

7. **Increase in Number of French Language Trustees** (p. 46) - there is concern that the guaranteed minimum of three trustees of a French-language section could be increased by one or two

8. **Reactive Role of English Language Trustees** - concern that in the determination of increasing numbers of trustees and in the selection of a model for French-language governance, that English-language trustees do not have a proactive role

RECOMMENDATION:

That the above list of issues identified by the trustees at the meeting of November 4, 1991, be considered, along with others, as a basis for a report to the Minister of Education to be submitted no later than November 29, 1991.

Prepared and submitted by: Keith A. Rielly,
Director of Education and Secretary.

-as
attach.

REPORT OF THE FRENCH-LANGUAGE EDUCATION GOVERNANCE ADVISORY GROUP

EXECUTIVE SUMMARY

In the Spring of 1990, the Supreme Court of Canada confirmed that Section 23 of the Canadian Charter of Rights and Freedoms grants to Canada's minority French-speaking population the right to manage and control French-language education and, where numbers warrant, the right to an independent school board.

Given its desire to conform to the Supreme Court ruling, the Government of Ontario established the French-language Education Governance Advisory Group to advise the Minister of Education on governance approaches.

Following its establishment in November, 1990, The Group met on a regular basis, sought input from stakeholders, and held public meetings in six cities. In all, 113 briefs were received from school boards, sections of boards, associations, and individuals.

The aim of the Group was to recommend structures that would guarantee that every citizen having Section 23 rights under the Charter would have the opportunity to vote for French-speaking trustees with responsibilities and decision-making powers for French-language education.

Guided by the fact that the learner is at the core of education, the prime focus of the Group was to ensure that every French-speaking learner in Ontario could be educated in French in an environment that fosters the preservation and enhancement of the French language and culture.

The Group outlined a master plan it believes respects the denominational rights guaranteed under Section 93 of the British North America Act and reflects the "sliding scale" of governance referred to in the Supreme Court ruling.

The master plan calls for the establishment of up to two French-language regional school boards, one Catholic and one Public, in each of the six regions of the Ministry of Education. The plan provides, as well, for the establishment of area and local boards where numbers warrant and other criteria are met.

Ratepayers in the French-language boards already established in Ottawa-Carleton and Toronto would have the same options available to them.

Existing French-language sections of school boards would continue if such were the wish of the local Franco-Ontarian community, but their powers would not be increased.

French-Language Advisory Committees would be abolished.

Included in the report are recommendations that:

- the enumeration process be changed so as to:

  - require all ratepayers to identify their school support and
  - permit the splitting of school support between boards;

- the Ministry of Education undertake the general restructuring of the funding of education in Ontario; in the interim, more realistic ceilings be established, financial revenues be shared equitably through provincial or local poolings, and special grants be provided to enable the new French-language boards to offer their students an education which is equal to that currently being offered in the existing boards and equivalent to that provided in the coterminous English-language boards;

- the Ministry of Education establish at least four regional French-language co-operative educational services agencies, two for Northern Ontario and two for Southern Ontario, which would offer - on a cost recovery basis - services in areas such as pedagogy, student services, supervision, and professional development;

- a Provincial French-language Education Governance Implementation Commission, Local Planning and Implementation Committees, and Local Impact Committees be established to facilitate implementation of the new French-language boards.

Additional recommendations were made on the transfer of personnel, facilities, assets, and liabilities between the existing and new boards.

In its report, the Group also insisted on the need for co-operation and collaboration on the part of all parties involved to ensure a smooth transition to the new system.

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1

November 13, 1991

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: CHARGE FOR ANNUAL QUARTER CENTURY CLUB DINNER

Background:

Since 1952, the Board of Education has recognized employees reaching twenty-five years of service at the annual Quarter Century Club dinner. By 1990, attendance had reached approximately 600 members. During budget deliberations last year, funding was cut from $17,500 to $7,500 for this event and attendance at the dinner was limited to new members only.

While appreciating the extremely difficult budget situation, many current members expressed disappointment at not being able to attend. Several requested that they be permitted to attend in the fall of 1991 at their expense.

A motion to that effect was adopted by this Committee last March and the event for this fall was planned accordingly. Approximately two hundred paying members in addition to the ninety-five new members attended. Many members expressed great pleasure at having had this opportunity for a once-a-year reunion returned to them.

Recommendation:

That the annual gathering of the Board's Quarter Century Club take place in future years on the same basis as in 1991.

Prepared by: Norm Forster, Information Officer
Communications Services

Linda Sheppard, Secretary
Director's Office

Submitted by: R. F. Kawai, Superintendent
Information Management Services

Approved by: K.A. Rielly, Director of Education and Secretary of the Board

:jlm

REPORT OF THE
NAME SEARCH COMMITTEE - BRIARWOOD SCHOOL

Present: J. Rogers, Chairman; Trustees Allen, Mulholland and Cunningham.

Official Present: R. Binns, Superintendent of Schools, Area 3

The Committee recommends:

GENERAL

1. That Briarwood Secondary School be renamed Bartonville Adult Learning Centre, effective 1991 11 22.

Respectfully submitted,

J. ROGERS,
Chairman

Committee Room,
1991 10 28

REPORT OF THE AIDS POLICY COMMITTEE

Present: Mrs. J. Deans (Chairman); Trustees Baskin, Kennedy, A. Stewart and Cunningham.

Officials Present: A. Stockwell (Associate Director of Education)
R. Kawai (Superintendent of Information Management Services)
N. Forster (Information Officer)

The Committee recommends:

GENERAL

(a) That the Draft AIDS/HIV Operating Procedures, as amended, be received for information. (see attached)

(b) That the Draft AIDS Policy and Procedures Pamphlet be accepted, as amended. (see attached)

(c) That the verbal Report re the Outline of the Proposed Communication Plan to Support the Board's AIDS Policy be received for information.

(d) That the newspaper article, "Condoms in Schools: The Right Lesson", be received for information.

Respectfully submitted,

J. Deans
Chairman

Committee Room
1991 10 22

Draft

Health Services Operating Procedure

Healthy Living 90's Curriculum

INFECTIOUS DISEASE:
Acquired Immune Deficiency Syndrome
/Human Immunodeficiency Virus Infection (AIDS/HIV Infection) SP - __

Date

General Statement

Aids is a condition caused by a virus, the HIV (Human Immunodeficiency Virus), which breaks down the body's defense systems leaving the body unable to fight off infections.

Based on the most current medical evidence, the potential for transmitting the AIDS virus in the school setting is remote.

The condition is spread when infected blood, vaginal fluids or semen from an infected person enters the bloodstream of another person.

Medical Terms From The Policy Glossary

AIDS - (Acquired Immunodeficiency Syndrome) - A syndrome caused by a retrovirus known as Human Immunodeficiency Virus (HIV), which attacks primarily the immune system and renders the body vulnerable to infections. It is these "Opportunistic infections" which can cause death. HIV was previously termed HTLV-III, LAV or ARV.

HIV POSITIVE - (or seropositive for HIV) - Having tested positive for the presence of antibodies that may indicate infection with HIV, particularly in individuals over 15 months of age.

HIV INFECTION - Before AIDS in its complete form is diagnosed, there are usually stages of HIV infection (defined as follows).

- **ASYMPTOMATIC INFECTION** - A person who has tested positive for the HIV antibodies, but who displays no symptoms of the disease of AIDS may be said to have asymptomatic infection. This person is a carrier who can transmit the HIV infection to another person.

- **SYMPTOMATIC INFECTION** - Cases of HIV infection where symptoms of the disease are evident, either clinically or in laboratory findings. This may range from nonspecific findings like weight loss, impaired development or diarrhoea to a spectrum of nervous system and lung problems, frequent common infections, and then unusual infections.

PREVENTION AND PROTECTION PROCEDURES

Regardless of whether known cases of any HIV infection are present or not, all schools and other Board workplaces should adopt safe hygiene practices in handling situations where soiling by blood, urine, stool, vomit or other body fluids may occur and must be cleaned up. (Reference: O.P. SP-22 Safe Work Practices - Contamination Control for specific details).

An ongoing program of information and education for employees and students shall emphasize prevention of the spread of the HIV infection.

AUTHORITY

It comes from:

i) The Education Act
ii) The Health Protection and Promotion Act
iii) The H.B.E. Policy (when official)
iv) The Municipal Freedom of Information and Protection of Individual Privacy Act.

GUIDING PREMISES

A) THE IDENTITY OF A STUDENT INFECTED WITH AIDS/HIV SHALL BE PROTECTED.

B) THE IDENTITY OF AN EMPLOYEE INFECTED WITH AIDS/HIV SHALL BE PROTECTED.

C) ALL EXTERNAL INQUIRIES RELATED TO AIDS/HIV INFECTION SHOULD BE DIRECTED TO THE OFFICE OF THE DIRECTOR OF EDUCATION.

PROCEDURES

Students

1.1 In the normal course of events, school officials will not be informed if a student has been infected with the AIDS virus. Where the Medical Officer of Health decides it is necessary to inform school officials of a student's infection, the M.O.H. shall convey the Information to the Director of Education.

1.2 The Director of Education, in consultation with the Medical Officer of Health and, if appropriate, the parents, shall determine those in the school system who need to know.

PROCEDURES

Students cont.

The following procedures will be followed when disclosure is made to school officials that a student has or may have AIDS.

2.1 The staff member will inform his/her principal if, in the professional judgement of the staff member, the situation merits further attention.

2.2 Following discussion between the principal and the staff member, the principal shall inform the M.O.H. if he/she is of the opinion that a person in the school has or may have a communicable disease..

2.3 The Principal will inform his/her Superintendent of Schools of the situation. The information provided will be of a general nature and protect the confidentiality of the student's identity.

2.4 The Superintendent of Schools will inform the Director of Education.

2.5 If further action is required the M.O.H. will inform the Director of Education.

2.6 If appropriate, a meeting shall be convened immediately by the Superintendent of Schools in order to determine further courses of action. The meeting would likely include the Principal and Superintendent of Schools, the student's parent/guardian, the student, the attending physician and the Medical Officer of Health.

2.7 A student shall not be excluded from school because of AIDS/HIV infection unless the M.O.H. so advises. If a student has been excluded from school on the advice of the M.O.H., an appropriate educational program will be provided through the auspices of the Program Department based on the needs of each individual student.

2.7.1 Parents/ guardian and student will be part of any decision regarding alternative arrangements. Decisions regarding alternative arrangements for instruction shall be made on a case-by-case basis.

Employees

3.1 Where the M.O.H. decides in the interest of the health of the public, it is necessary to inform the Director of an employee's infection, the employee must be invited to participate during any exchange of information.

3.2 Employees infected with AIDS/HIV shall have the right to continue their employment, subject to the advice or direction of the Medical Officer of Health.

RESPONSIBILITIES

A) Health Department
1. ascertains accurate diagnosis and makes assessment of risk
2. liaises with the doctor and parent as appropriate for student or staff
3. serves on a crisis team (Public Health Nurse)
4. advises the Director of Education as soon as possible when appropriate
5. provides on-going consultation.

B) Officials of the Board of Education
1. The Director of Education receives the Medical Officer of Health's report.
2. The Director or designate together with the Medical Officer of Health and parent of student (when appropriate), or staff employee, determine who needs to know.
3. The Director and/or designated other official(s) shall assign appropriate staff to a crisis team.

C) School Principal
1. Shall attend an initial meeting to determine further courses of action.
2. Shall refer inquiries to the Director's Office or take a number for the Director's spokes person to contact the caller subsequently.
3. Shall inform those in the school who have been identified as those who "need to know". (Reference: 1.2 pg. 2)
4. Shall facilitate discussion among those who need to be involved should alternative programming be required.
5. Shall be responsible for communicating policy and procedures to staff, parents and community.
6. Should an in-school disclosure occur, the principal shall weigh the claim, consider the source, and exercise prudent judgement about consulting with the Superintendent of Schools and/or the Medical Officer of Health.
7. Shall report persons who have or may have AIDS/HIV to the Medical Officer of Health under the Health Protection and Promotion Act (Section 28).

THIS O.P. WILL BE REVIEWED ANNUALLY AND REVISED AS APPROPRIATE.

/pgb
91/07/05

Preamble

AIDS stands for: Acquired Immune Deficiency Syndrome. This is a condition caused by the virus known as HIV (human immunodeficiency virus) which breaks down the body's defense systems leaving the body unable to fight off most infections. AIDS victims die of serious illnesses their bodies cannot fight.
The potential for transmitting the HIV in the school setting, based on the best medical evidence, is remote.

General Statement of the Intent of the Board

The Board of Education for the City of Hamilton recognizes its dual responsibility to provide educational opportunities and to balance concerns for the welfare of the students and employees in our school system.

The policy statements pertinent to this emerging health threat is a reflection of our enlightened and compassionate approach in dealing with the AIDS/HIV infection issue.

The best prevention of the spread of AIDS depends on what people know about how to avoid contracting the virus. For this purpose the Board's efforts will be focusing on informing and educating its students and employees.

Policy Statements

1. The identity of a student infected with the AIDS/HIV shall be protected.

2. A student with AIDS/HIV infection shall not be excluded from regular instructional programs unless the Medical Officer of Health or resulting illness conditions indicate alternatives should be sought.

3. Decisions regarding alternative instructional programming shall be made on a case-by-case basis.

4. The identity of Board personnel with AIDS/HIV infection shall be protected.

5. Employees with AIDS/HIV infection shall have the right to continue their employment subject to the advice or direction of the Medical Officer of Health.

6. The Board shall maintain and monitor "safe work practices" for the protection of students and employees.

7. The Board shall make up-to-date information relating to AIDS/HIV infection available to students and employees.

8. Implementation of the Boards policy and procedures for AIDS/HIV infection shall occur via systematic information and training seminars for all employees..

9. The Board shall appoint an AIDS/HIV Infection Policy Review Committee.

Facts About AIDS

What are the symptoms of AIDS/HIV Infection?

While not specific they include:
- swollen lymph glands in the neck, armpit or groin
- persistent night sweats
- severe tiredness
- loss of weight for no apparent reason
- diarrhea

Anyone who has several of these symptoms that do not go away should see a doctor. The virus can affect the nervous system causing changes in behaviour and a decline in intellectual ability.

How do people get AIDS/HIV Infection?

- through direct infusion of infected blood or blood products
- through sharing contaminated needles or syringes
- through direct blood-to-blood contact
- through direct semen or vaginal fluid into the bloodstream via lesions or body openings where the skin is easily broken
- through sexual activity with an infected person
- by an infected mother before or during birth or possibly through breastfeeding.

AIDS/HIV Infection is NOT transmitted by:

- sneezing or coughing
- eating or drinking from common utensils
- from toilet seats, swimming pools, saunas, desks or telephones
- from hugging or shaking hands

How is AIDS diagnosed?

The antibody test indicates the presence or confirms the absence of HIV. That is, it will show only that the virus has entered a person's bloodstream. AIDS is diagnosed when a compensating disease occurs which indicates that the immune system has been so deeply affected by HIV that it can no longer function normally. A physical examination and a number of tests are needed to diagnose AIDS.

How can young people protect themselves?

The first step is knowing the facts.

- take advantage of educational opportunities to do so
- contact your doctor
- contact the local Health Department

The second step is that by saying no to sex and drugs AIDS may be prevented.

- unprotected sexual relationships with individuals whose past history and current health status are not known, increase the chance of getting AIDS
- sharing needles, syringes, toothbrushes, razors or other personal items that could become contaminated with blood also increases the risk of contracting AIDS.

Is AIDS education included in curriculum in the School System?

AIDS education is included in the health program at the intermediate (Gr. 7 - 10) levels and is also discussed in the senior division (Gr. 11 and 12). There are compulsory units at Grade 8 and 9.

(This information is available in the Dr. H. Paiking Library located in the Education Centre, 100 Main St., W.)

For further information

contact the public health nurse

in your local school or

The Public Health Department

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

AIDS Policy

and

Procedures

The Board of Education
for the
City of Hamilton

REPORT OF THE
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS

Present: J. Rogers (Chairman); Trustees Bishop, Clarke, Penner, A. Stewart and Cunningham.

Also Present: K. Dell (S.A.L.E.P. Assistant), M. Casey (Catholic Children's Aid Society), E. Szkodziak (Adolescent Community Care Program)

Officials Present:
D. Skidmore (Superintendent of Program)
B. Schofield (Co-ordinator, Adjustment Services)
D. Sayers (Special Needs Counsellor - SALEP)

The Committee recommends:

1. That the SALEP 1990-1991 Annual Report, including the Statistical Report (see attached) be approved as presented.

Respectfully submitted,

J. ROGERS,
Chairman

Committee Room,
1991 11 04

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)

1990 - 1991

	14 YEARS OLD MALE/FEMALE		15 YEARS OLD MALE/FEMALE		TOTAL MALE/FEMALE		TOTAL
1. No. of students on approved programs requiring part-time attendance at school	-	-	3	4	3	4	7
2. No. of students on approved programs including some formal education, such as evening school or correspondence course(s)	-	1	5	5	5	6	11
3. No. of students on approved programs with no school component required	9	4	17	13	26	17	43
4. SUBTOTAL: No. of students not attending full time day school (Add #1 + #2 + #3)	9	5	25	22	34	27	61
5. No. of students processed by SALEP Committee, but required to attend school full time	0	0	0	0	0	0	0
6. No. of Applications not Processed	5	3	8	7	13	10	23
7. TOTAL NO. of Applications	14	8	33	29	47	37	84
PROGRAM ENROLLED IN AT TIME OF RELEASE							
A. Elementary: T.R.	1	-	-	-	1	-	1
Grade 7	-	-	1	-	1	-	1
Grade 8	-	-	-	-	-	-	-
B. Secondary: Vocational, Level IX	3	4	11	3	14	7	21
Vocational, Level X	-	-	-	-	-	-	-
Composite, Level IX	5	1	13	16	18	17	35
Composite, Level X	-	-	-	3	-	3	3
C. No. of Students Not Attending Full Time School (Add A + B = #4 above)	9	5	25	22	34	27	61

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. Marshall (Chairman); Trustee Bishop, Mesdames Oommen, Riis-Culver, Krueger and Trott; Mr. Adamson, Drs. Mason, Newberry and Toby.

Also Present:

D. Maddocks (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)

Officials Present:

D. Skidmore, Superintendent of Program
R. Adams, Co-ordinator of Special Education

The Committee recommends:

GENERAL

1. That SEAC write to the Ministry regarding the short timelines for Boards to accomplish a proper job in responding to the Computers Across the Curriculum document.

2. That the December meeting of SEAC be held on Wednesday, 1991 12 11.

3. That the March meeting of SEAC be held on Wednesday, 1992 03 11.

4. That the meeting times of the Special Education Advisory Committee be 19:00 hours to 21:00 hours.

5. That the following recommendations relative to membership on the Special Education Advisory Committee be approved:

a) the number of Local Associations/Organizations be increased to 12, if possible
b) the number of Additional Members remain as at present (three)
c) that attendance at meetings be more closely monitored with a written notice being sent to members or trustees following an absence of three consecutive monthly meetings.

Respectfully submitted,

D. MARSHALL,
Chairman

Lower Auditorium,
1991 10 16

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 11 13

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That up to 100 students from Hamilton Secondary Schools, Junior French, be permitted to attend a city-wide trip to Quebec City, 1992 05 21-24 (Thursday to Sunday).

(b) That the following trip requests be approved:

(i) George L. Armstrong, Grade 8, Ottawa, 1992 05 20-22 (Wednesday to Friday)

(ii) Ryerson, Grade 8 Fr. Immersion, St. Donat, Quebec, 1992 01 05-08 (Sunday to Wednesday)

(iii) Ryerson, Grades 6-8, Mount St. Louis/Moonstone, 1992 02 13 (Thursday)

(iv) Tweedsmuir, Grades 6-8, Moonstone /Mount St. Louis, 1992 01 22-23 (Wednesday to Thursday)

(v) Westview, Grade 6, Outdoor Education, Camp Wanakita, 1992 01 19-22 (Sunday to Wednesday)

(vi) Glendale, Grades 11-OAC, Verona, N.Y., 1991 11 29-30 (Friday to Saturday)

(vii) Glendale, Grades 11-OAC, Basketball Tournament, Dunkirk, N.Y., 1991 12 06 and 1991 12 14 (Friday and Saturday)

(viii) Hill Park, Grades 11-OAC, New York, N.Y., 1992 05 20-24 (Wednesday to Sunday)

(ix) Sir John A. Macdonald, Grades 9-OAC, Mount St. Louis, 1991 12 06 or 1991 12 07 (Friday or Saturday)

(x) Sir Winston Churchill, Grades 9-12, Kissing Bridge, N.Y., 1992 01 30 (Thursday)

(xi) Sir Winston Churchill, Grades 9-12 Band, Chicago, 1992 05 20-23 (Tuesday to Saturday)

(xii) Westdale, Grades 9-OAC, Basketball Team, Rochester N.Y., 1991 12 14-15 (Saturday to Sunday)

(xiii) Westdale, Grades 11-OAC, Washington/Williamsburg, 1992 04 27-05 02 (Monday to Saturday)

(xiv) OFSAA, Grades 9-OAC, Girls' AAA Basketball, Mississauga, 1991 11 28-30 (Thursday to Sunday)

(xv) OFSAA, Grades 9-OAC, Nordic Skiing, Gloucester, 1992 02 24-25 (Monday to Tuesday)

(xvi) OFSAA, Grades 9-OAC, Alpine Skiing, Collingwood, 1992 02 24-25 (Monday to Tuesday)

(xvii) OFSAA, Grades 9-OAC, Girls' AAA Volleyball, North Bay, 1992 03 11-12 (Wednesday to Thursday)

(xviii) OFSAA, Grades 9-OAC, Boys' AAA Basketball, Islington, 1992 03 12-14 (Thursday to Saturday)

(xix) OFSAA, Grades 9-OAC, Boys' Hockey, Mississauga, 1992 03 25-28 (Wednesday to Saturday)

(xx) OFSAA, Grades 9-OAC, Girls' Gymnastics Reps, Waterloo, 1992 04 24-25 (Friday to Saturday)

(xxi) OFSAA, Grades 9-OAC, Badminton Reps, 1992 04 30-05 02 (Thursday to Saturday)

(xxii) OFSAA, Grades 9-OAC, Track and Field, Toronto, 1992 06 04-06 (Thursday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

1991 11 05

To the Chairman and Members
Operations Management Committee
Board of Education for the City Of Hamilton

Ladies and Gentlemen:

Re: Magnet Schools

This report is presented as a result of the following recommendations made to the Board in June, 1991.

(a) That the avenue of remodelling the Westmount 1990 program to a "magnet school" concept of alternative education within one of the Boards facilities be explored by the administration.

(b) That an interim report including projected recommendations be brought to the Operations Management Committee no later than October, 1991.

Submitted/Presented by: N. Nicholls, Superintendent of Schools - Area 2
Approved by: K. Rielly, Director of Education

MAGNET SCHOOLS/ PROGRAMS

DEFINITION

A school/program that has a unique curricular focus which serves the needs of an identified student body and is available through choice.

PURPOSE

To cope with the increasing challenges of providing for student that best program diversity to maximize their learning potential.

BACKGROUND

Hamilton, traditionally, has not designated schools as "magnet". In the past, when the concept of establishing a school with a unique curriculum has been considered, and when the implications of such a school have been examined the decision to retain each secondary composite school as one that can best serve its, neighbourhood students by offering a broad-based curriculum, has been maintained.

Throughout the 90's, it is expected that there will be increased demand for a wider range of curricular choice. No one school in our system is able to provide optimum opportunities for the learning needs of every student

We know that for many reasons transfers occur regularly within all our composite secondary schools. Statistics demonstrate that approximately 25 - 30% of each schools' student population live outside the designated boundaries for a particular school. (see Appendix 'A') To establish magnet schools would imply the removal of all boundary designations for school populations.

MAGNET PROGRAMS

To meet these wide ranging needs of our students, several magnet programs are offered within our system that have high relevance to a small number of students.

(a) Each of these programs is housed in a different secondary school and made available to any of our students who qualify for enrolment.

Some examples of these are:

- Strings at Westdale
- Instrumentation at Churchill
- Dental assisting at Sir Allan MacNab
- Fashion Arts at Sir John A. MacDonald
- Refrigeration at Sherwood
- Auto Body at Parkview/Crestwood

(b) There are also other examples of magnet programs identified as alternative learning centres.

- Phoenix Alternative Program
- Lawrence Alternative Program

These programs are offered to students who are of average or above average intelligence, who have repeatedly demonstrated their inability to achieve success in a regular secondary school and area at risk of dropping out of school. Most students within our Alternative Education programs require extensive individual counselling and close contact with the home and/or community agencies through the assistance of a social worker, to effect positive change in attitude, behaviour and academic success. Students can achieve core credits. However, broad-based programming must be obtained in a composite school.

To achieve the goals of the program, these alternative schools must maintain a small student population (currently 50 or fewer).

(c) Delta and Scott Park - Parkview, although not recognized as magnet schools, do provide students with a wider degree of choice because subjects can be selected at all three levels of difficulty. Student across the system may choose to attend these schools, provided there is space, to access a wide range of both level and course selection according to their strengths and needs.

(d) The French Immersion program at Westdale is also a magnet concept in that all students who are qualified, may choose to achieve their curricular goals through a second language program that provides up to 50% of their courses in French.

(e) Westmount provides the same wide range of subject choice as any other composite secondary school and includes within its course offerings the gifted program for the system. In addition, it is addressing student need for variety in the learning environment and self pacing to accommodate each students individualized abilities for every chosen subject.

ADVANTAGES OF MAGNET SCHOOLS

The impetus to move toward the magnet school organization has occurred mostly in the United States or as part of a private school system. Few Canadian school boards have embraced this concept. There are some distinct advantages in declaring schools as 'magnet'. Such advantages could:

- force integration to achieve a specific purpose
- allow student/parent choice
- concentrate equipment and human resources to provide breadth and depth in identified programs
- reduce duplication of course offerings
- provide different climate and learning environments according to students/parent needs

Despite the advantages listed, few systems have adopted magnet schools. Some of the reasons are listed below:

CONCERNS

Effect on the System

In all the literature reviewed on magnet schools, the critical component for success was an integrated transportation system which accommodated student access to any of the schools

or programs within the jurisdiction of the Board. Since the concept of magnet schools arose from the desire to desegregate communities, the availability of Board transportation was essential. Without such a transportation system, equity of access and student choice is denied to many.

Our Board does not provide transportation to accommodate school or program choice at the secondary level, except for students who need basic level programs which are only available at five sites, or who are recommended and accepted through an interview process to attend Alter Education (2 sites).

Given the Ministry's present indication of reduction in transportation grants for the 1992 budget year, it would be difficult to consider expansion of current policy to accommodate increase choice for students.

Effect on Schools

Because a magnet school provides a specialized or concentrated program to meet specific student needs, pressure is placed on other schools in the system to:

- plan an appropriate program for their remaining students
- maintain a balance of program
- predict enrolment
- provide flexibility to students in course selection
- staff appropriately
- provide for school and system accommodation needs

The advantages of choice within a magnet concept must be balanced by a well designed plan for organizational management. It is difficult to predict student choice and consequently very difficult to meet the accommodation needs of the system, particularly at a time when space is of a premium in many sites.

Our board has successfully managed magnet programs and still maintained broad-based curriculum in all neighbourhood schools. If one school becomes a magnet, there will be considered pressure to bring on board additional magnet schools such as a school for the Arts, for Technology, for General Level programs, for Senior Advanced Level programs etc. The current board philosophy does not support school-wide program consolidation because it would deny many students equal opportunities for such programs within their home school.

Some Effects on Students

- able to select a desired school/program
- difficulty in maintaining peer relationships in the home community
- co-curricular participation could be seriously affected
- travelling time could increase dramatically
- travelling cost could prevent choice for many
- unable to access a broad-based program in the home school

WESTMOUNT AS MAGNET

The Westmount program is broad based, offering a wide range of subject choice comparable with any other system composite school.

We believe that as the Westmount program matures and adapts to eventually maximize learning outcomes for all students, the Westmount model will continue to meet the learning needs of its community. It is recognized that there could be a small segment of the student body that must remain in a tightly structured learning environment. Westmount is fortunately positioned so that students can access either Hill Park or Sir Allan MacNab to accommodate their learning needs.

It is recommended that Westmount not be declared a magnet school but that students within Westmount's boundaries, who cannot experience progress in their studies there, continue to be permitted to enrol in neighbouring schools. Similarly we recommend that students living outside the Westmount boundaries who choose this program continue to be permitted to enrol at Westmount.

Due to the extensive preparation required to design, develop and implement a change of this magnitude (1985) and due to the renovations which have remodelled significant segments of the building to provide appropriate learning facilities, it is inappropriate to recommend either moving this program to another location within the system or establishing an alternate comparable site elsewhere.

RECOMMENDATIONS

Given the current reality, and understanding the implications of identifying schools as magnet, the recommendation is to not identify any school as magnet at this time but to continue to provide flexibility as needed within the system's established organizational structure.

Recommended that this report be received for information.

APPENDIX A

SECONDARY SCHOOL TRANSFERS AND RETIREMENTS
END OF SCHOOL YEAR: 1990-91

	ENROLMENT SEP 30	END OF YEAR	PERCENT END OF YR
BARTON	1235	285	23.08%
DELTA	1026	318	30.99%
GP VAN	406	90	22.17%
GLENDALE	1206	211	17.50%
HILL PK	1093	269	24.61%
SCOTT PK	1045	291	27.85%
SHERWOOD	1165	270	23.18%
S.A.M.	1301	302	23.21%
S.J.A.M.	1360	376	27.65%
S.W.C.	954	205	21.49%
WESTDALE	1403	398	28.37%
WESTMOUNT	863	291	33.72%
ALTER EDs	49	33	67.35%
CITY TOTAL	13106	3339	25.48%

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
100 MAIN STREET WEST
HAMILTON, ONTARIO

November 13, 1991

To the Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton

Ladies and Gentlemen:

The Hamilton Board of Education has been asked to approve a pilot study on back pain among students. Students in one secondary school, two middle schools and two junior schools (grades 1 to 5) will be asked to complete a questionnaire on incidents of back pain. The questionnaires are to be distributed by the schools and taken home for completion by parents and/or students. Completed questionnaires will be mailed directly to McMaster University.

The purpose of the pilot study is to validate a measurement instrument which will be used in a larger study at a later date. Factors such as age, general health, family history and activity levels will be related to levels of back pain. Recent studies in the United States indicate that $20 to $30 billion dollars are lost annually to the American economy through lost wages and medical care. At some time in a working career, ninety percent of the North American population sustains a back injury resulting in absence from work. Many adult back pain problems may begin in childhood or early adolescence. This study will attempt to generate at the local level epidemiological data useful in preventative programs.

Details of the full study which will follow this pilot are uncertain at this time both as to time and scope.

It is recommended this study be approved.

Prepared by: O. Jackson
Supervisor, Research Services

Submitted by: R. F. Kawai
Superintendent, Information Management Services

Approved by: K. A. Rielly
Director of Education and Secretary of the Board

AGENDA
TIONS MANAGEMENT COMMITTEE
1992 01 07

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Umbrella Articulation Agreement with Mohawk College **Pages 1-9**

NEW BUSINESS:

1. Report on Integrated Information System (IIS) Strategic Plan **Revised page 47**
   Please refer to pages 47 to 51 in your December Agenda package, plus separate attached booklet

2. Hamilton Interscholastic Athletic Council Risk Management Policy
   Please refer to pages 52 to 99 in your December Agenda package

3. Hamilton Interscholastic Athletic Council Constitution Amendments
   Please refer to pages 100 to 140 in your December Agenda package

4. Resolution from the Wentworth County Board of Education re definition of the "school day" (referred from November Board)
   Please refer to pages 141 to 143 in your December Agenda package

5. Resolution from the Dryden Board of Education re the diminishing of local board autonomy in policy formulation (referred from November Board)
   Please refer to pages 144 to 148 in your December Agenda package

6. Report of the Special Education Advisory Committee
   Please refer to page 149 in your December Agenda package

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Magnet Schools (tabled at the November OMC meeting)
   Please refer to report in your November Agenda package

NEW BUSINESS:

1. Recommendations of the Director of Education **Page 10**

2. Report on the Evaluation of Writing to Read Program
   Please refer to report in your December Agenda package

1991, December 10

Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

Last May, the Board accepted as policy new procedures for the initiation and site identification of French Immersion programs. The following excerpt from the French Immersion Strategic Plan outlines the process to be followed for program initiation at the middle and secondary level.

Program Initiation: Middle and Secondary Schools

i) Administrative Council, in consultation with the Program Department and the Accommodation Committee, initiates the designation of an additional middle or secondary school for French Immersion within the system.

ii) A task force examines the feasibility of accommodating middle or secondary program in a school based on enrolment projections and the criteria as outlined in Criteria for Site Location (Appendix B).

iii) The task force reports to Administrative Council for decision.

In June, 1991, as part of the Accommodation Committee's Report, Recommendation 1 (a) and (b), under the Secondary Accommodation upper city section, determined that a secondary French Immersion site would open, September, 1992, and that the site would be designated no later than December 31, 1991.

1. (a) It is recommended that, effective September, 1992, a secondary school French Immersion site be opened in the upper city, such school to be designated no later than December 31, 1991.

(b) That the designation of the school be made following a review of September, 1991 enrolment figures and in accordance with the approved French Immersion Strategic Plan Policies and Procedures -- Section 5b.

In accordance with this policy, a task force comprised of mountain secondary principals, representation from the program department (languages) and the accommodation committee, the principal of the mountain French Immersion middle school, parents from across the mountain and the two mountain superintendents, was formed to determine the location of the secondary French Immersion program.

The task force recommended to administrative council that Westmount be the site of the mountain French Immersion program. The recommendation was accepted and forwarded to the Accommodation Committee.

As a result of this decision, the Accommodation Committee is bringing this decision to you for information:

THAT WESTMOUNT BE THE SITE OF THE UPPER CITY FRENCH IMMERSION PROGRAM, TO BE OPENED SEPTEMBER, 1992.

Prepared and Submitted: R. W. Binns, Superintendent of Schools, Area 3

Approved by: K. A. Rielly, Director of Education

/md

APPENDIX B

Criteria for Site Location

A. • availability: vacant, leased or under-used sites — where space is available and where space is projected to remain available.

- accessibility: good traffic paths to the site — safety
- community support: demonstrated interest in enrolling
- accommodation to support program: gym, library, grounds (best interests of student's program)
- program and accommodation costs

B. • grouping: locating junior/middle/secondary sites within short distance of one another

- distribution: all areas' needs met in the city
- nearness to next school

C. • other considerations

	Location / Criteria	School A	School B	School C	School D
A.	Availability				
	Accessibility				
	Community Support				
	Accommodation to Support Program				
	Program and Accommodation Costs				
B.	Grouping				
	Distribution				
	Nearness to Next School				
C.	Other Considerations				

Area Two/Four Office
Board of Education
50 Millwood Place
Hamilton, Ontario
L9A 2M8

1991 12 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Following is the Report to the Accommodation Committee of the Study of the amalgamation of Crestwood/Caledon. This study was carried out as a result of a recommendation in the June 1991 Accommodation Report.

The recommendations as a result of the study are:

1. Effective September 1993 a Coeducational Vocational Program be established at the Caledon site.

2. The Crestwood Facility remain in inventory for future use in Secondary Program on the mountain.

RECOMMENDATIONS

. The report be received for information.

. The recommendations of the Study be approved.

Prepared by: Mountain Secondary Principals
P. Gillie, N. Nicholls - Superintendents
J. Kerr - Technological Studies
O. Jackson - Research

Submitted by: R. Binns - Chair Accommodation Committee

Approved by: K. Rielly - Director and Secretary

Report to the Accommodation Committee of the Study of the Amalgamation of Crestwood/Caledon.

The following recommendation was approved in the June 1991 Accommodation Committee Report:

> "That a study be undertaken by the Upper City Secondary School Principals to consider in harmony with the Secondary School Study, the amalgamation of Crestwood/ Caledon as a coeducational vocational secondary facility and that the recommendation(s) be presented to the Director's Accommodation Committee no later than December 31, 1991."

To this end the principals of the secondary schools on the mountain, along with Superintendents and Resource Staff, convened immediately in September to undertake the study. Both accommodation and program factors were examined in order to consider this coeducational amalgamation. As information was reviewed, the following statements became more evident: from the 1990 Accommodation Report, "Demands can likely be met but not without creative solutions and possibly different utilizations of buildings" and from the 1991 Accommodation Report" Secondary Education is under review and program needs will require space in different ways. Growth strategies and consolidation strategies will each be required almost at the same time."

Within the context of the best utilization of resources in both the short and the long term, it became clear, that a well planned phased approach would best serve both program and accommodation of secondary education on the mountain and in the system, particularly at a time when fiscal pressures are enormous. During the course of the review it became clear, that the earliest any such changes could occur would be September 1993.

This report contains:

- an update on enrolment and growth
- an overview of secondary program for the 90's
- proposals
- implications
- recommendations

UPDATE OF ENROLMENT AND GROWTH

With reference to enrolment forecasts for the five Composite and two Vocational Schools on the mountain(Tables 1 and 11), the following facts must be considered when reviewing the possible amalgamation of Crestwood and Caledon.

- The total H.B.E. Capacity for the mountain is

  a) 6133 Composite Schools
  b) 641 Vocational Schools
  c) 6780 Combined Total

- 1991 Actual Enrolments are

  a) 5773 (Total Composite) or 94 % of H.B.E. Capacity
  b) 441 (Total Vocational) or 68 % of H.B.E. Capacity
  c) 6214 (Combined Total) or 91 % of H.B.E. Capacity

- Forecasts indicate that secondary enrolment in the upper city will continue to gradually increase for the foreseeable future.

From the above figures it appears that with **careful planning** there is sufficient space overall to accommodate the expected population for the short term. However, the individual capacities of schools and possible uses give another picture. Firstly, the individual H.B.E. capacity of each of the Vocational Schools is insufficient to support a program for the expected combined populations of the students who would utilize this co-educational facility. Secondly, the individual H.B.E. capacity of each of the composite schools is insufficient to support **in one location** the expected combined population of the students who would utilize the vocational program in association with the regular composite program.

When program requirements, as specified by the Ministry of Education and our recently approved Secondary School Study, are added to the enrolment/capacity factor, the issue of available space becomes even more pronounced. At the same time, some new factors which will add to the strain on capacity, are becoming more apparent. Such factors include the continuing need to provide for special populations requiring different program space as in the case of the developmentally challenged students and the continuing need for the provision of E.S.L. and special education programs.

Students attending Crestwood and Caledon are distributed across the entire mountain (See Appendix A1 and A2).

ENROLMENT FORECASTS FOR SECONDARY COMPOSITE SCHOOLS
SEPTEMBER 30, EACH YEAR

	H.B.E. OP.CAP	ACTUAL 1989	ACTUAL 1990	ACTUAL 1991	FORECAST 1992	1993	1994	1995	1996	92 ENRL AS % OF H.B.E. OP CAP
BARTON	1175	1209	1235	1305	1303	1284	1321	1356	1358	111%
DELTA	1408	781	1026	1066	1143	1197	1214	1228	1228	81%
GLENDLE	1215	1256	1206	1234	1185	1107	1107	1174	1193	98%
HILL P	1114	1064	1093	1189	1224	1285	1348	1432	1495	110%
SCOTT P	1263	923	1045	1105	1100	1207	1195	1238	1277	87%
SHERWD	1330	1173	1165	1196	1147	1173	1187	1024	1009	86%
S.A.M.	1302	1299	1301	1313	1301	1270	1259	1276	1278	100%
S.J.A.M.	1465	1267	1360	1408	1449	1417	1388	1389	1411	99%
S.W.C.	1116	907	954	950	911	876	901	943	997	82%
WDALE	1531	1428	1403	1415	1439	1450	1504	1535	1595	94%
WMOUNT	1212	982	863	770	812	779	794	809	840	67%
TOTAL	14131	12289	12651	12951	13014	13045	13218	13404	13681	92%
PHOENIX		32	35	52	45	45	45	45	45	
LAWRENCE		22	14	25	35	35	35	35	35	
TOTAL ENG PROGRAM		12343	12700	13028	13094	13125	13298	13484	13761	
G.P.VNR	748	411	406	401	413	402	414	415	425	55%
TOTAL ENROLMENT		12754	13106	13429	13507	13527	13712	13899	14186	
WCBE IN SHERWOOD		262	268	268	208	165	165	165	165	

Research Services Department
Hamilton Board of Education
OCTOBER 31, 1991

TABLE 1

TABLE II

ENROLMENT FORECASTS - MOUNTAIN SECONDARY SCHOOLS

A. COMPOSITE (REFERENCE: RESEARCH OCT. 31/91)

SCHOOL	H.B.E. Capacity	ACTUAL 1991	% Capacity 1991	FORECASTS 1992	1993	1994	1995	1996	1996 % Capacity
BARTON	1175	1305	111	1303	1284	1321	1356	1358	115
HILL PARK	1114	1189	106	1224	1285	1348	1432	1495	134
SHERWOOD	1330	1196	89	1147	1173	1187	1024	1009	75
S. A. MACNAB	1302	1313	100	1301	1270	1259	1276	1278	98
WESTMOUNT	1212	707	58	812	779	794	809	840	69
TOTALS	6133	5773	94	5787	5791	5909	5897	5980	97

B. VOCATIONAL (REFERENCE: RESEARCH NOV. 91)

SCHOOL	H.B.E. CAPACITY	ACTUAL 1991	% CAPACITY	FORECASTS 1992	1993	1994	1995	1996	1996 % CAPACITY
CALEDON	228	195	85	187	188	194	200	203	89
CRESTWOOD	319	246	77	236	237	245	252	256	80
TOTALS	647	441	68	423	425	439	452	459	70

TOTAL COMBINED H.B.E. CAPACITY OCT. 91 = 6133 + 647 = 6780

CAPACITY AS A % (AGAINST ACTUAL ENROLMENT - 5773 + 441 = 6214) = 91%

PROGRAM

In studying program, this committee examined the current delivery of program, the immediate program requirements that must be implemented regardless of the amalgamation factor, and the possible program requirements that will result from ongoing changing conditions, community expectations, Ministry of Education directions and student interests. Without repeating the full documentation of the reports and directions that have contributed to the need to review and change secondary education, the following reports have been taken into consideration by this Committee.

A.) Ministry of Education Directions

1. Renewal of Technological Education
2. Transitions Years and Specialization Years
3. Program requirements of O.S.I.S.
4. Coop Education and Entrepreneurial Studies

B.) Board of Education Directions

1. Secondary School Study Report
2. Retention Report
3. Program Review Priorities for the 90's

- Alter Education
- Special Education
- Changing Role of the Teacher
- Image of the Ideal Learner

In reviewing all of these issues the Committee has concluded that any amalgamation or consolidation of the two Vocational Schools on the mountain must be one that meets program requirements for the 1990's and beyond. It is not possible to meet Ministry requirements and Board direction in one facility without creating additional space.

PROGRAM REQUIREMENTS FOR THE NINETIES

Background

The first Vocational Schools which opened in Hamilton in 1930 and 1931 were called Handicraft schools. Since then they have grown in numbers, changed in titles, changed in clientele served, and more closely aligned themselves with secondary education. Indeed, the Hamilton schools that have changed most in structure and met changing conditions have been the secondary vocational schools. Now we have an opportunity to bring about another change - a change in facility and a change to the broad-based technological education of the nineties.

A re-structured, co-educational secondary vocational school on the mountain should reflect both our Board and Ministry attitudes. Our Board has been supporting Ministry initiatives in Technological Education and submitting plans for Technological Renewal. To date financial assistance for our proposals in broad-based technological programs have been favourably supported.

Proposed Co-educational Program

The re-structured, amalgamated Crestwood/Caledon facility should contain three of the broad-based technologies. These are: Services, Construction, and Transportation. These broad-based areas would feature:

Services	Transportation	Construction
Food Services	Auto Body	Home repair, which includes Plumbing, Electrical, Painting & Decorating, Landscaping, Framing & Finishing, Drywall)
Sewing/Textiles	Auto Servicing	Woodworking
Electrical Repair	Bicycle Repair	Cabinet Making
Cosmetology	Air Conditioning	Drafting/Design Studies
Child Care	Welding/Fabrication	
Home, Nursing Care	Small Engine and	
Custodial Services	Water Craft Repair	

There should be provision for Academic subjects, including the following:

English, Mathematics, History, Geography, French, Science, Drama, Visual Art, Personal Life Management and Family Studies, and Physical & Health Education. The business component would include: **Keyboarding, Computer skills, Entrepreneurial and Marketing skills. Co-operative education should be an integral part of many of the identified programs.**

Student Services including Guidance, Learning Resource, and Library would also be included in Program Plans.

This co-educational program will provide its clientele with problem-solving and activity-based centres, co-operative learning and human relations skills, together with technical literacy, and skills for direct employment. The new technological studies programs while preparing the student for life and change, provide support to academic skills according **to the levels of individual abilities.**

SITE PROPOSALS AND IMPLICATIONS

The consolidation of Vocational Programs on the mountain could be accommodated in one location. However, no facility exists that can support the combined enrolment and necessary Program without some modifications.

Proposal A - Site at Crestwood

Advantages of This Location

- Crestwood is located close to Hill Park Composite Secondary School ,With proposed renovations for the Crestwood building, a campus concept could be introduced.
- The Crestwood building has a superior gymnasium facility, with two different sized gymnasia for co-educational use.
- Crestwood is in a central mountain location, close to bus transportation.
- Crestwood sits on a property that would allow for expansion.

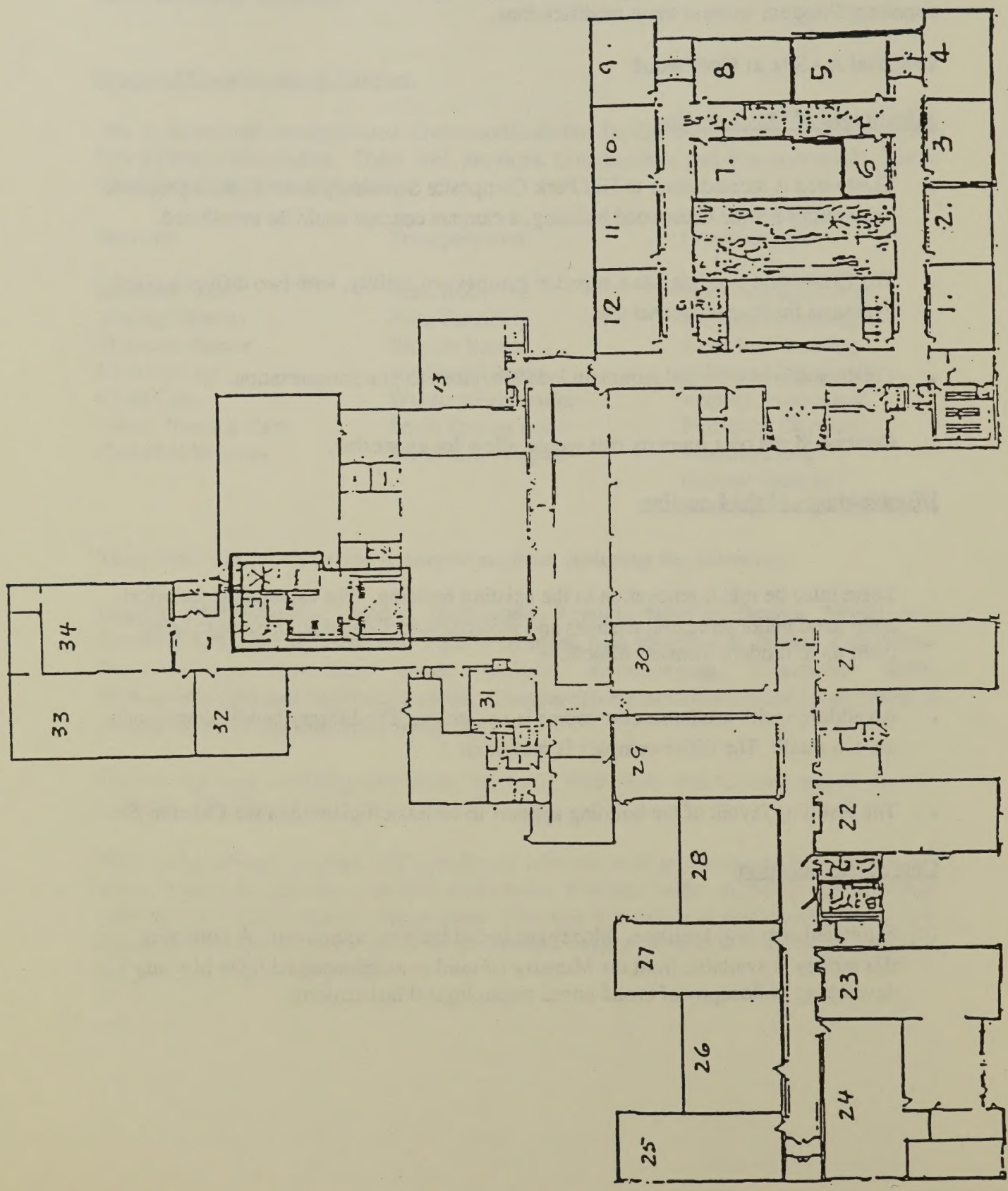
Disadvantages of the Location

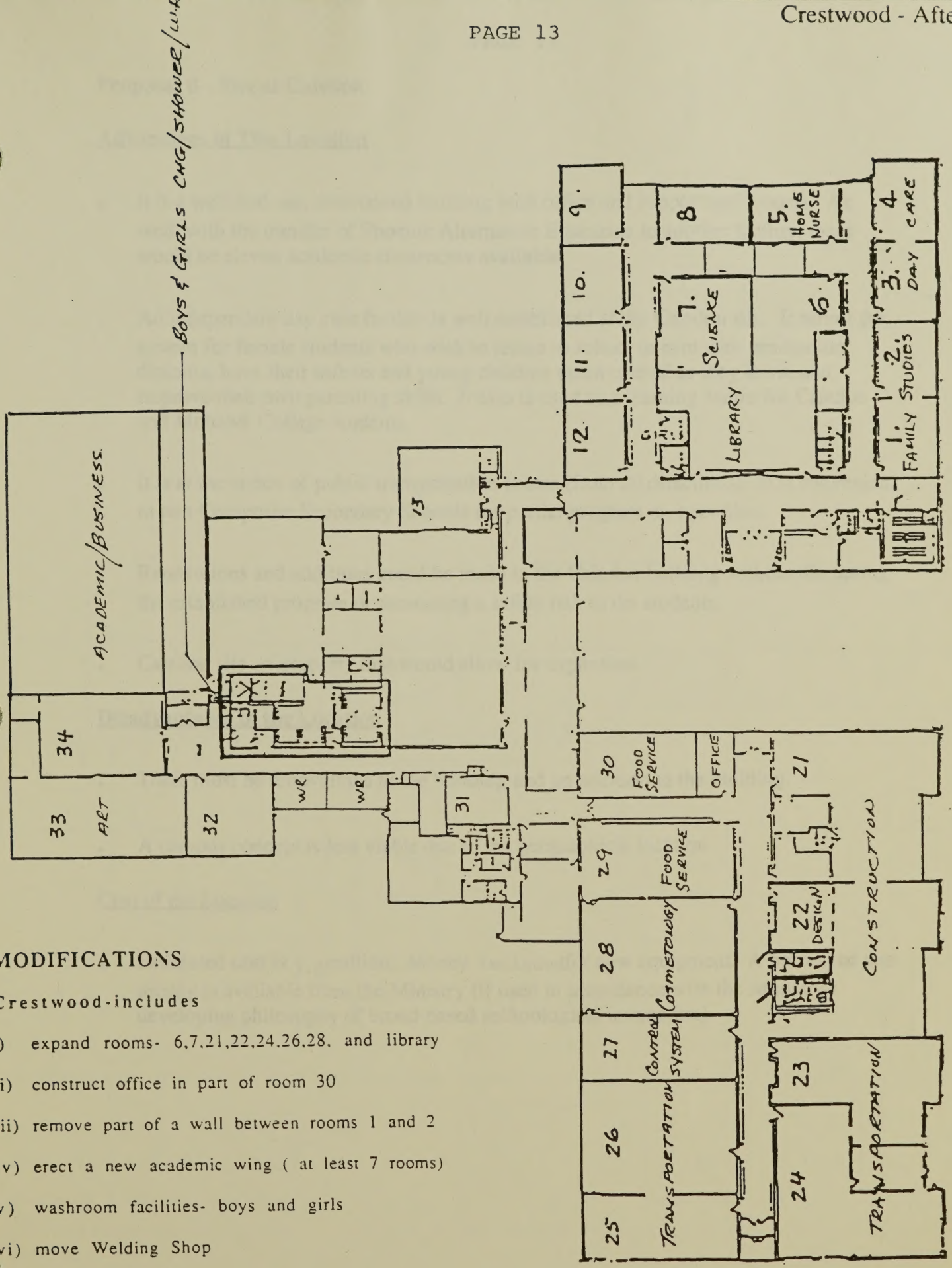
- There must be major renovation to the existing building. The established technical areas need major structural changes and replacement of dated equipment to bring them up to modern Ministry directions.
- An addition with academic classrooms is necessary. The Library and Science rooms are too small. The office complex is marginal.
- The resulting layout of the building appears to be less efficient than the Caledon site.

Cost of the Location

- Estimated cost is 4.1 million. Money included for new equipment. A portion of this money is available from the Ministry (if used in accordance with the Ministry's developing philosophy of broad-based technological instruction).

Crestwood - Before





MODIFICATIONS

Crestwood-includes

i) expand rooms- 6,7,21,22,24,26,28, and library

ii) construct office in part of room 30

iii) remove part of a wall between rooms 1 and 2

iv) erect a new academic wing (at least 7 rooms)

v) washroom facilities- boys and girls

vi) move Welding Shop

vii) move Art room

viii) relocate Auto Body paint room

ix) renovate boys and girls chg./shower/w.r. facilities

Proposal B - Site at Caledon

Advantages of This Location

- It is a well laid out, maintained building with office and support staff rooms. As well, with the transfer of Phoenix Alternative Education to another facility, there would be eleven academic classrooms available.

- An independent day care facility is well established at the Caledon site. It serves the system for female students who wish to return to school to earn their graduation diploma, have their infants and young children taken care of as they learn, and improve their own parenting skills. It also is used as a learning centre for Caledon and Mohawk College students.

- It is at the centre of public transportation routes (from all directions). It is convenient to two Composite Secondary Schools for partial program co-operation.

- Renovations and additions could be made to the Caledon building without disrupting the established program or presenting a safety risk to the students.

- Caledon sits on property that would allow for expansion.

Disadvantages of the Location

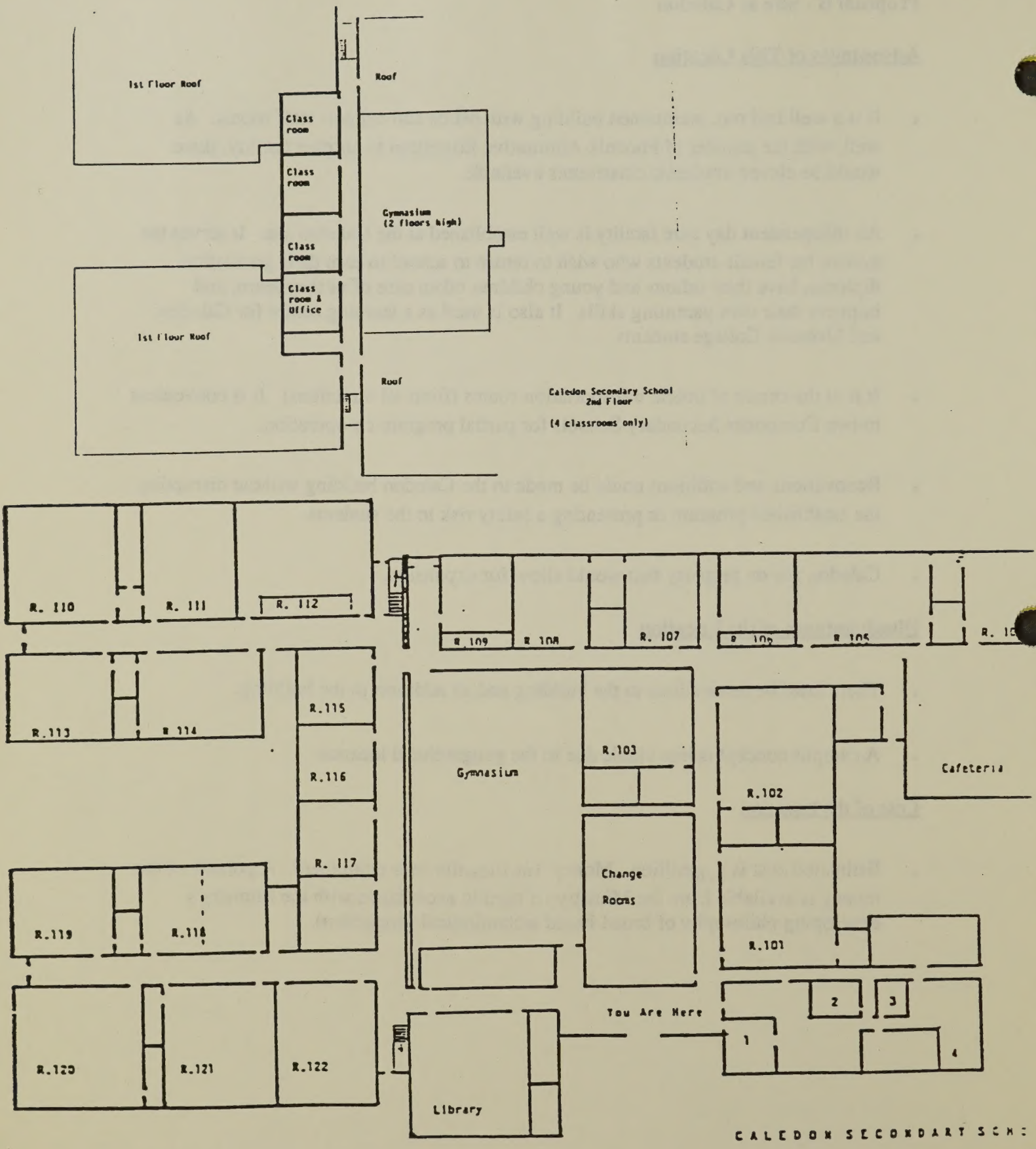
- There must be renovations to the building and an addition to the building.

- A campus concept is less viable due to the geographical location

Cost of the Location

- Estimated cost is 3.8million. Money includedfor new equipment. A portion of this money is available from the Ministry (if used in accordance with the Ministry's developing philosophy of broad-based technological instruction).

Caledon - Before



Caledon - After

Caledon- includes

i) new wing for technological education programs

ii) relocate the day care centre to rooms 119 and 120

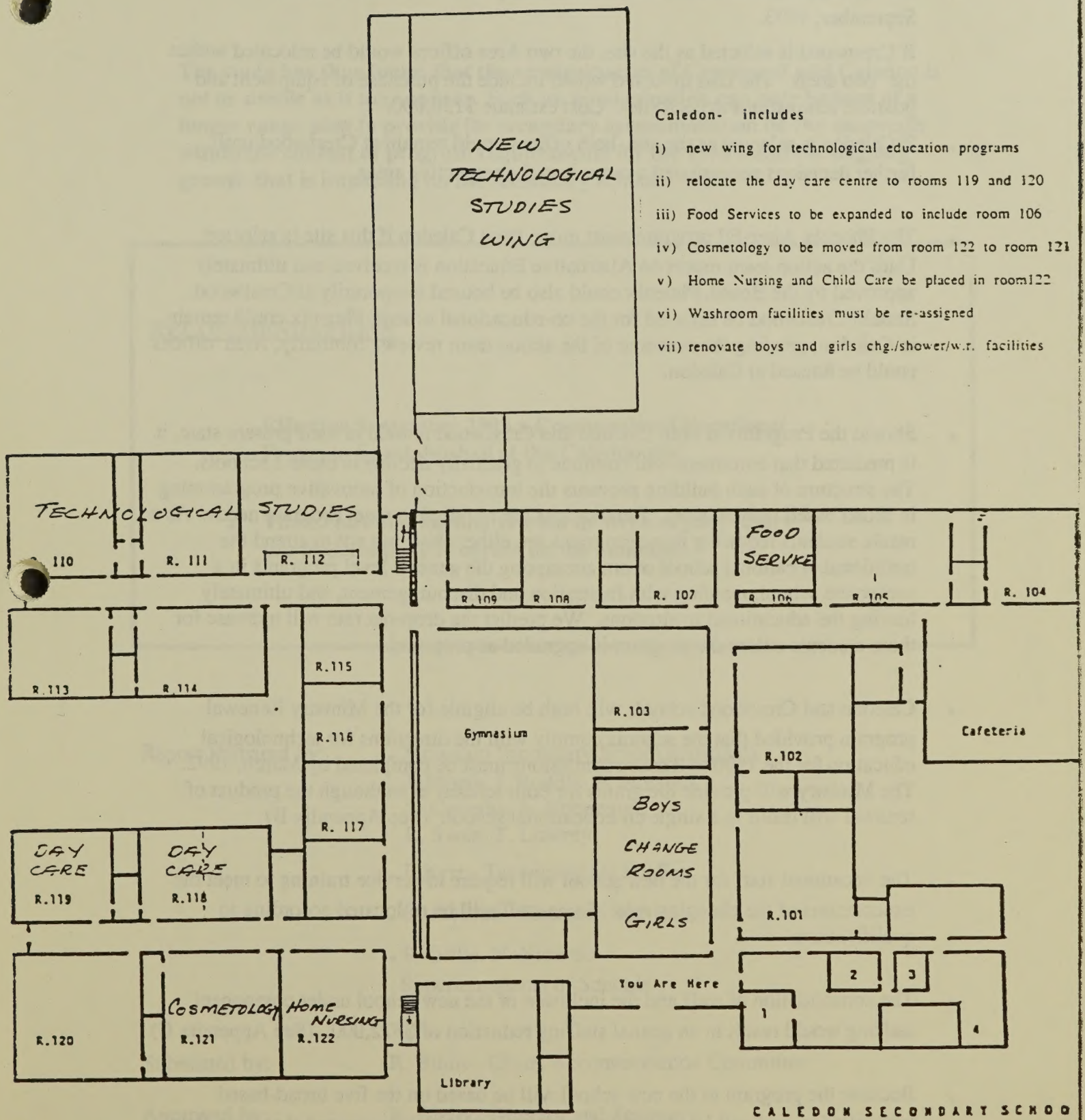
iii) Food Services to be expanded to include room 106

iv) Cosmetology to be moved from room 122 to room 121

v) Home Nursing and Child Care be placed in room122

vi) Washroom facilities must be re-assigned

vii) renovate boys and girls chg./shower/w.r. facilities



OTHER IMPLICATIONS

- The earliest implementation date for the newly created school would be September, 1993.
- If Crestwood is selected as the site, the two Area offices would be relocated within the two areas. The cost involved would include the purchase of equipment and possible renovations at each site . Cost estimate $150,000.
- If Caledon is selected as the site, both offices could remain at Crestwood until further decisions necessitated a move into the respective areas.
- The Phoenix Alter-Ed program must move from Caledon if this site is selected. Until the action team report on Alternative Education is received and ultimately approved by the Board, Phoenix could also be housed temporarily at Crestwood. Should Crestwood be selected for the co-educational school, Phoenix could remain in Caledon, pending the outcome of the action team review. Similarly, Area offices could be housed at Caledon.
- Should the Programs at both Caledon and Crestwood remain in their present state, it is predicted that enrolment will continue to gradually decline in these 2 schools. The structure of each building prevents the introduction of innovative programming in broad based technologies. Renovations are required to meet Program needs. As a result, students requiring these programs are either choosing not to attend the traditional vocational school or are attempting the general level programs in a composite school, meeting with frustration and discouragement, and ultimately leaving the educational institutions. We predict the drop-out rate will increase for these students unless the program is upgraded as proposed.
- Caledon and Crestwood schools will both be eligible for the Ministry Renewal program provided that the schools comply with the directions for technological education for the 1990's. These submissions must be completed by March, 1992. The Ministry will provide the grants for both schools even though the product of renewal will result in a single co-educational school. (See Appendix B)
- The vocational staff for the new school will require in-service training to meet the expectations of the changing role. Some staff will be re-located according to qualifications.
- The consolidation of staff and the inclusion of the new school under component staffing would result in an annual staffing reduction of $372,000. (See Appendix C)
- Because the program in the new school will be based on the five broad-based technologies, and will be serving a broader clientele, it is suggested that this school be given a new name.

- In the long term, all facilities must remain in inventory: in the short term, a facility may be unused to capacity for a year or two.

The study has thus found that the amalgamation of Crestwood and Caledon is not as simple as it may appear. Such an amalgamation can only be part of a longer range plan to provide for secondary accommodation on the mountain within the context of program requirements for the 1990's and the ongoing growth that is impacting on the secondary schools.

RECOMMENDATIONS

- **Effective September 1993 a Coeducational Vocational Program be established at the Caledon site**
- **The Crestwood Facility remain in inventory for future use in Secondary Program on the mountain**

Report Prepared by:

- Mountain Secondary School Principals
  J. Morse, J. Ruddle. B. Horvath,
  S. Coombs, A. Robertson,
  L. Swan, T. Lowrey
- J. Kerr - Technological Studies
- O. Jackson - Research Services
- P. Gillie, N. Nicholls
  Superintendents of Schools

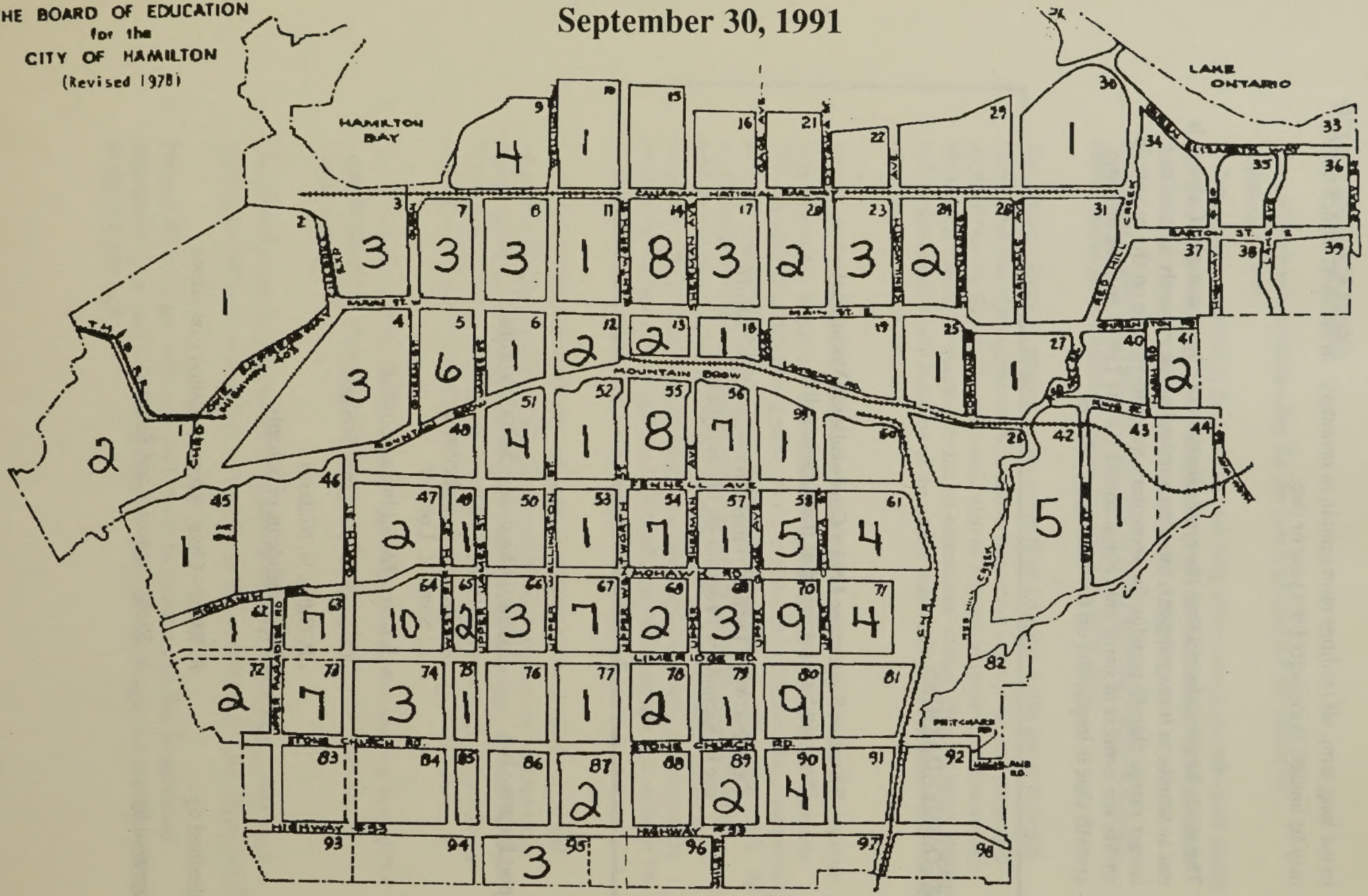
Submitted by: R. Binns - Chair, Accommodation Committee

Approved by: K. Rielly , Director and Secretary

ATTENDANCE AREA

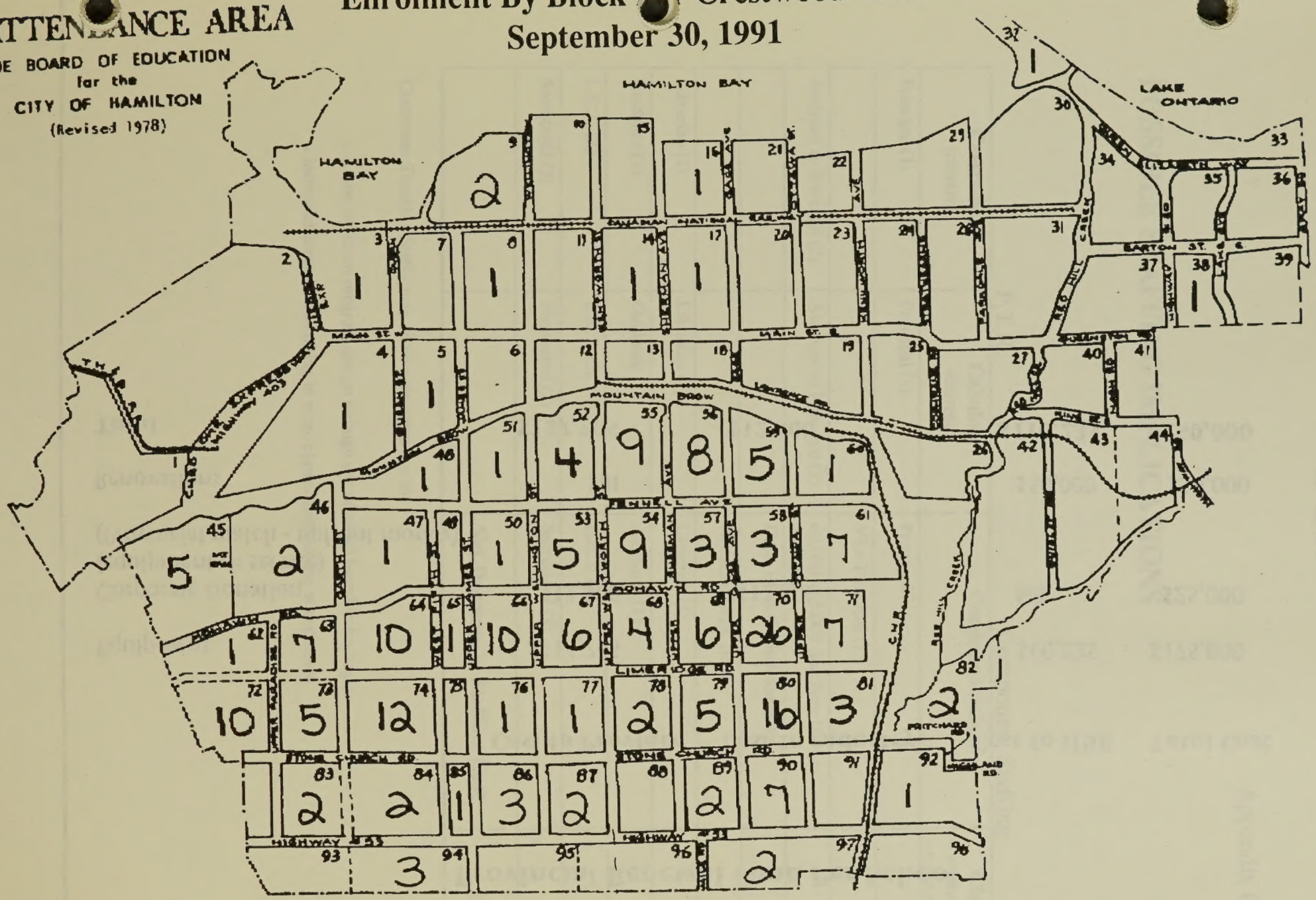
THE BOARD OF EDUCATION
for the
CITY OF HAMILTON
(Revised 1978)

Enrolment By Block For Caledon School
September 30, 1991



Out of City = 5
Total Map = 195

Enrolment By Block For Crestwood School
September 30, 1991



Total Map = 236

Appendix A2

Technological Studies

Provincial Renewal Fund Per School

	Cost to Province	Cost to Industry	Cost to HBE	Total Cost
Equipment	$114,765		$60,235	$175,000
Corporate Donation (equipment or service) (Provincial match - upfront money)	$12,500	$12,500	Nil	$25,000
Renovations	Nil		$50,000	$50,000
Total	**$127,265**	**$12,500**	**$110,235**	**$250,000**

Appendix C

POSSIBLE STAFFING IMPLICATIONS

P.T.R.		Component Staffing	
Crestwood (current)	**Caledon** (current)	**Combined School**	**Change** + = increased cost - = decreased cost
Principal (1)	Principal (1)	Principal (1)	- 70,000
		Vice-Principal (1)	+65,000
Assistant to Principal (2)	Assistant to Principal (2)	60,000 - 15,000 (teaching line) = 45,000 x 4	- 180,000
		Dept. Head (2) 50% teaching	+ 60,000
		Assistant Dept. Head	+ 3,000
Librarian (1)	Librarian (1)	Librarian (1)	- 55,000
Guidance (1)	Guidance (1)	Guidance (1)	-55,000
L.R.T. (2)	L.R.T. (2)	L.R.T. (2)	-110,000
Secretarial (2)	Secretarial (2)	Secretarial (3)	-30,000
		Net Decrease in Staffing Cost	**$372,000**

Classroom Teaching Staff - may show a decrease due to:

- a more efficient program design through use of broad based technologies
- increased enrolment resulting in more classes functioning at maximum

1991 12 04

To the Chairman & Members,
Operations Management Committee,
Board of Education,
Hamilton.

Re: Asbestos Response Team

On June 20, 1991 the Board approved the extension of the Board's Asbestos Response Team, with the deletion of its project manager, until December 31, 1991. The Board also directed that a further report be brought to the December, 1991 Operations Management meeting that would review the long term direction of all asbestos abatement work and a strategy for the future management of asbestos in the system.

Currently, asbestos is present in 88 of 92 of our schools and in 14 additional properties which are owned by the Hamilton Board of Education. The Ministry of Education grant allocation of 5.8 million will provide assistance based on projected work for the years 1991 - 1997 including projects previously identified. In addition, day-to-day asbestos concerns will remain an integral part of maintenance repair functions and renovations for at least the next decade. The response team enables the Board to maintain an effective and consistent response to these as well as to employee and community concerns by communicating with all groups involved.

In 1991 the Asbestos Response Team performed over 300 repair/removal projects costing approximately $515,000 including casual labour and varying in duration from one-half day to four weeks. Much of this work was done in co-ordination with capital renovations and other budgeted maintenance items. It has become necessary to involve the Asbestos Response Team in a variety of day-to-day operations such as plumbing repairs, roof maintenance, running telephone and computer lines, replacing damaged ceiling tiles, and work performed on various manufactured asbestos containing products.

In 1991, the response team worked in co-operation with the Plant Department to prepare thirty written survey reports as required by Regulation 654/85 which identified asbestos abatement work necessary to renovations. Specifications and drawings were reviewed. All materials being disturbed were sampled to confirm the presence or absence of asbestos. This information exceeded that available through the completed asbestos inventory. Abatement work was co-ordinated with the renovation to ensure compliance with Regulation 654/85. In response to various inquiries and as required by pre-renovation reports, over 250 samples were submitted for analysis during the past year.

Accordingly it is desirable for the Board to follow through with the work which it has identified to the Ministry of Education, Ministry of Labour, Medical Officer of Health, Health and Safety Committees in its long range program.

The majority of schools in our system contain asbestos and will continue to contain asbestos indefinitely. Existing regulations under the Occupational Health & Safety Act. Reg. 692 and amendments and Asbestos on Construction Projects in Buildings & Repair Operations Regulation 654/85 require the Board to keep records and control

asbestos exposure via its Asbestos Management Plan. This Plan was adopted by the Hamilton Board of Education April 23, 1990 and was subsequently submitted to and accepted by the Ministry of Labour. The status of the program as of January 1, 1992 is as shown below.

	1992	1993	1994	1995	1996	1997
Delta	500,000.					
Scott Park					350,000.	300,000.
Ainslie Wood	500,000.	750,000.	500,000.			
Westmount				500,000.		
Unidentified Minor Repair	500,000.	500,000.	500,000.	400,000.	400,000.	400,000.
Training & Supplies	10,000.	10,000.	10,000.	10,000.	10,000.	10,000.
Inventory & Inspection	50,000.	50,000.	50,000.	50,000.	50,000.	50,000.
	1,560,000.	1,310,000.	1,060,000.	960,000.	810,000.	760,000.

In order to accomplish the above work load it will be necessary for the Board to continue to handle smaller asbestos abatement projects with its own staff. Not only is it more cost efficient but it is much more practical to handle many of these day-to-day concerns in house. The larger projects will continue to be handled by outside contractors.

Although it is desirable that the positions on the asbestos response team be established on a more permanent basis than it currently exists, we are cognizant of the Board's reluctance to do so at the present time given the current economic climate. The steering committee feels, therefore, that the asbestos response team should continue as currently organized for a further six-month period at an estimated annual cost of $386,800 as outlined on the attached App. A.

RECOMMENDATIONS:

It is recommended:

1. That the Asbestos Response Team continue its current reporting structure and organization until June 30, 1992.

2. That a further report be made in June of 1992.

Prepared & Submitted by: Asbestos Steering Committee

Approved by: K. A. Rielly, Director of Education & Secretary.

APPENDIX A

ESTIMATED ANNUAL COST

Supervisor of Asbestos & Hazardous Wastes	1	56,000
Inspector/Foreman @$47,600	3	142,800
Asbestos Workers @$39,550	4	158,200
Clerk/Typist	1	29,380
TOTAL	9	$386,880

Note: A significant portion of the above expenses will be recovered by a reduction in the cost if the work was to be contracted out.

December 10, 1991

The Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario

Ladies & Gentlemen,

Re: Update on the Impact of Pooling of Commercial Assessment

In November 1989, the Chairman of the Board made a presentation to the provincial legislature's Standing Committee on Social Development with respect to the financial implications for our Board relating to the pooling of commercial and industrial assessment.

This legislation was proposed to allow the public and separate school boards, within the same jurisdiction, to share more equitably the tax revenue from commercial assessment based on their respective residential assessment. The Chairman was compelled at that time to present your views because the Hamilton Board was identified as one of the boards in Ontario that would encounter a significant negative impact with the passing legislation. Despite concerns voiced by the Ontario Public Education Network, Ontario Public School Boards' Association and several public school boards including Hamilton, the Provincial Government gave Royal Assent to Bill 64 in December 1990. The coterminous pooling of the commercial assessment base is being phased in over six years beginning in 1990.

In honour of their commitment that no board would be adversely affected by the legislation, the Ministry of Education will calculate the impact of pooling on each public school board for 1990 through 1995. If the Ministry determines that a board has suffered a net loss of revenue as a result of pooling in any of these years, the Board will be given a special compensation grant.

The Ministry determined that the Hamilton Board of Education suffered a net loss of revenue from pooling in 1990, thus entitling us to a special compensation grant of **$201,987**. A review of the Ministry's calculation, however showed an **$89,219** deficiency in the payment received by this Board. This position was confirmed with the Ministry of Education, and an adjustment was made in the December 1991 grant payment.

The Ministry has determined that the Board will suffer a net loss from pooling, in 1991, entitling us to a special compensation grant estimated at approximately **$922,091.** A preliminary review of this calculation using 1991 estimates shows this amount to be in order. A detailed review of the calculation will be performed once the 1991financial statements are finalized.

Recommendation:

That this update on the impact of pooling of commercial assessment be received for information.

Prepared by: Denise Dawson - Acting Manager Special Projects/Audit/Assessment

Submitted by: Paul Shewfelt - Superintendent of Finance and Treasurer

Approved by: K.A. Rielly - Director of Education and Secretary

1991 12 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

For your information, listed below are the mandates of the Ad Hoc Committees which are named on the Operations Management Agenda:

TRANSPORTATION COMMITTEE
Approved at March, 1991 Operations Management Committee and Board:

"That the Transportation Committee be reconstituted for 1991 to consist of five members appointed by the Chairman of the Board and that the mandate of the Committee be to review the proposed amendments to the Board's Transportation Policy and that a report be presented to the May meeting of the Operations Management Committee, for implementation effective 1991 09 01."

(Mandate completed)

Referred by October, 1991 Operations Management Committee and Board:

"That the Correspondence re Transportation for Gifted Secondary Students - east of Wentworth Street, be received for information and referred to the Transportation Committee."

"That the impact of the Ministry's reduction in Transportation Grants be referred to the Transportation Committee."

AIDS POLICY COMMITTEE
Approved at March, 1988 Operations Management Committee and Board:

"That the Committee shall review current practices at least on an annual basis and assess the need for the revision of policies in line with current developments in the medical/legal communities and

That the Committee shall maintain a close liaison with the Medical Officer of Health in evaluating all new information with respect to AIDS/ARC"

Approved at October, 1990 Operations Management Committee and Board:

"That a comprehensive AIDS Policy for our school system including:

- a Policy statement
- a communication plan and
- an in-service plan

be prepared by the AIDS Policy Comittee and staff for presentation to the operations Management Committee by February, 1991."

Reconstituted at December, 1990 Operations Management Committee and Board

Respectfully submitted,

K. A. Rielly,
Director of Education and Secretary

cv

To the Chairman and Members,
Operations Management Committee,
Board of Education for the
City of Hamilton

Ladies and Gentlemen:

Concurrent with the election of the new Board, a new term for members of the Special Education Advisory Committee comes into effect. Community input, interest and expertise are vital to the operation of this committee and it is my honour to present the following recommendations relative to representatives of Community Organizations:

(a) That the following representatives from Community Organizations be appointed as members to the Special Education Advisory Committee, for a period of three years, effective 1991 12 01 to 1994 11 30:

NAME	ASSOCIATION
Ms. Sophie Dennis	About FACE
Dr. Giancarlo Mason	Association for Bright Children
Mrs. Sylvia Trott	Association for Children & Adults with Learning Disabilities
Mrs. Trudy Howard	Canadian National Institute for the Blind
Mrs. Frances Oommen	Down's Syndrome Association
Mr. Brian Parks	Hamilton and District Parents of Disabled Children
Miss Nalda Dalziel	Hamilton and District Society for Disabled Children
Dr. Dan Marshall	Hamilton Association for Community Living
Mrs. Eva Riis-Culver	Hamilton Council for Home and School
Mr. Ian Adamson	Ontario Society of Autistic Citizens, Hamilton Wentworth Chapter

(b) That the following Additional Members be appointed to the Special Education Advisory Committee for a period of three years, effective 1991 12 01 to 1994 11 30:

Miss Geraldine Schram	Augmentative Communications Collective
Mrs. Ruby Krueger	Hamilton Wentworth Home Care Program
Dr. Jeffers Toby	Ontario Psychological Association

(c) The following Non-voting Community Representative be appointed to the Special Education Advisory Committee for a period of three years, effective 1991 12 01 to 1994 11 30:

Dr. Philomena Newberry	Chedoke-McMaster Hospitals

Prepared, submitted and approved by: K. A. Rielly,
Director of Education
and Secretary

cv

Education Centre
100 Main Street West
Hamilton, Ontario

1991 12 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

INTERIM FINANCIAL STATUS REPORT
Modified Cash Basis
Ten Months Ending October 31, 1991

I am pleased to present our fourth Interim Financial Status Report of The Board of Education for the City of Hamilton. It has been prepared on a modified cash basis. That is, current year expenditures and revenues are generally shown as they are paid or received. Commitments are included in expenditures.

This report, which is not a substitute for the financial forecast, compares the spending patterns for the first ten months of 1991 to 1990.

Total expenditures and revenues are approximately at the same percentage of the total budgets for both years. However, there are favourable spending trends in a few expenditure accounts.

Our year-end position will be reported in early March of 1992.

RECOMMENDATION:

THAT the Interim Financial Status Report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE TEN MONTHS ENDED OCTOBER 31, 1991 & 1990

	1991			1990			Note
	Budget	Oct. 31	%	Budget	Oct. 31	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	212,576	165,244	77.7	196,531	153,314	78.0	
Travel, Personnel Training, Bursaries	1,303	732	56.2	1,201	818	68.1	1
Books & Supplies	15,985	12,048	75.4	15,831	12,422	78.5	
Energy Costs	4,838	3,314	68.5	4,641	3,098	66.8	
Replacement & New Equipment	3,702	3,215	86.8	1,809	2,678	148.0	2
Debt Charges	1,490	366	24.6	1,253	683	54.5	3
Capital from Current, Repairs, & Permanent Improvements	9,144	9,198	100.6	11,881	11,690	98.4	4
Rentals, Fees & Contractual Services	9,312	5,840	62.7	8,031	5,456	67.9	
Tuition Fees	3,383	2,125	62.8	2,915	2,934	100.7	
Charge Back of Taxes	1,622	1,352	83.4	1,625	1,354	83.3	
Provision for Reserves & Other	2,525	3,333	132.0	2,368	2,773	117.1	5
TOTAL EXPENDITURES	265,880	206,767	77.8	248,086	197,220	79.5	
REVENUES (000'S):							
Levy for Mill Rate	153,982	129,072	83.8	152,382	124,946	82.0	
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit), Transfers	10,971	5,487	50.0	6,502	1,462	22.5	
Provincial Grants	81,716	61,599	75.4	69,443	57,239	82.4	
Other Provincial Revenue	935	1085	116.0	567	643	113.4	
Tuition Fees	15,228	9,831	64.6	15,908	13,326	83.8	
Other Revenue	3,048	3,488	114.4	3,284	2,633	80.2	6
TOTAL REVENUES	265,880	210,562	79.2	248,086	200,249	80.7	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO INTERIM FINANCIAL STATUS REPORT
FOR THE TEN MONTHS ENDED OCTOBER 31, 1991 & 1990

EXPENDITURES

Note 1 Personnel Training -

- The rate of spending is slower in 1991, primarily due to the impact of alternate means of providing coverage for professional development activities.

Note 2 Replacement and New Equipment -

- In 1990 there were expenditures for technical and microcomputer equipment for which there were Ministry grants.

Note 3 Debt Charges -

- The 1991 budget included semi-annual interest payments on the debentures issued during 1991. They were actually issued with annual interest payments, the first being due in 1992.

Note 4 Capital from Current, Repairs, & Permanent Improvements -

- Includes expenditures of $ 244,000 for watermains and sewers, which are eligible for 75% grant.

Note 5 Provision for Reserves and Other -

- In both years there are unbudgeted school site sales:

1991	Princess Elizabeth	$810,000
	Union School	465,000
	Chappel East/West	75,000
1990	Spruceside/Mapleside	758,000

REVENUES

Note 6 Other Revenue -

- The major increase arises from three site sales in 1991, as per note 5 above.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE YEARS ENDED DECEMBER 31, 1986 TO 1990

	Actual				
	1986	1987	1988	1989	1990
EXPENDITURES (000'S):					
Salaries & Wages, Employee Benefits	137,646	145,642	159,074	175,347	196,095
Travel, Personnel Training, Bursaries	645	673	881	1,090	1,060
Books & Supplies	11,125	11,875	14,721	15,450	15,118
Energy Costs	4,781	4,265	4,271	4,422	4,442
Replacement & New Equipment	2,293	2,345	3,570	3,605	2,955
Debt Charges	2,502	2,295	1,568	1,163	1,253
Capital from Current, Repairs, & Permanent Improvements	4,457	4,142	5,140	10,699	14,700
Rentals, Fees & Contractual Services	4,559	4,880	5,916	7,251	8,161
Tuition Fees	535	1,574	1,810	2,436	2,842
Charge Back of Taxes	1,234	1,244	1,494	1,279	1,956
Provision for Reserves & Other	1,244	3,175	5,465	3,913	3,087
TOTAL EXPENDITURES	171,021	182,110	203,910	226,655	251,669
REVENUES (000'S):					
Levy for Mill Rate	97,977	105,747	115,543	128,453	152,382
Refund of Taxes	5,444	0	545	0	0
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit) Transfers	8,184	7,978	9,018	10,980	6,272
Provincial Grants	52,372	59,024	64,553	67,205	76,446
Other Provincial Revenue	346	352	328	741	915
Tuition Fees	2,700	6,316	10,516	13,242	14,772
Other Revenue	4,577	4,656	5,187	4,668	3,997
TOTAL REVENUES	171,600	184,073	205,690	225,289	254,784

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE TEN MONTHS ENDED 1991 10 31
CAPITAL RESERVES & RETIREMENT GRATUITY RESERVES

CAPITAL RESERVES (000'S)

	Budget 1991	Actual 1991 10 31
Opening Balance	$3,677	$3,677
Revenues		
Transfer from Revenue - Operating Fund	250	250
Grants	-	-
Site Sales	-	1,350
Interest Earned	255	342
Property Rentals	162	-
	4,344	5,619
Expenditures		
Capital Projects	3,306	3,156
Closing Balance	$1,038	**$2,463**

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1991	Actual 1991 10 31
Opening Balance	$6,730	$6,730
Revenues		
Transfer from Revenue - Operating Fund	1,445	1,445
Interest Earned	655	543
	8,830	8,718
Expenditures		
Gratuities Paid	2,200	1,283
Closing Balance	$6,630	**$7,435**

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
SUMMARY OF SHORT TERM INVESTMENTS
FOR THE TEN MONTHS ENDED 1991 10 31

	($000'S)
SHORT TERM INVESTMENTS AS AT OCTOBER 31:	
REVENUE - OPERATING FUND	36,015
CAPITAL RESERVES	2,636
CAPITAL FUNDS	265
RETIREMENT GRATUITY RESERVES	7,410
TOTAL PORTFOLIO	**46,326**
INTEREST EARNINGS:	
REVENUE - OPERATING FUND	632
CAPITAL RESERVES AND CAPITAL FUNDS	342
RETIREMENT GRATUITY RESERVES	543
TOTAL PORTFOLIO INTEREST EARNED FOR TEN MONTHS	**1,517**
INTERNAL BORROWING SUMMARY:	
TOTAL INTERNAL BORROWINGS	24,140
TOTAL INTERNAL REPAYMENTS	24,140
BALANCE @ OCTOBER 31:	**0**
INTEREST EXPENSE FOR TEN MONTHS:	
REVENUE - OPERATING FUND	**63**

1991 12 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen

RE : 1991 Forecast of Expenditures and Revenues

Expenditures and revenues for the 1991 budget year have been projected as of October 31, 1991 and are as follows :

	1991 Budget (in 000's rounded)	1991 Forecast (in 000's rounded)	Variance (in 000's rounded)
Operating Expenditures	$265,880	$263,983	$1,897
Operating Revenues	$265,880	$268,033	$2,153
Forecasted Operating Surplus 91 12 31			$4,050

The financial forecast is a projection of the Board's year end financial position. Estimates are derived from various assumptions, system experiences and financial patterns that have evolved to date. This projected position is susceptible to change should there be events that have not been currently anticipated. Audited results of our 1991 financial operation will be presented to Board in April 1992.

RECOMMENDATION

That the 1991 Forecast of Expenditures and Revenues be received for information.

Prepared by : Daryl Sage, Acting Budget Manager
Submitted by : Paul E. Shewfelt, Superintendent of Finance and Treasurer
Approved by : K. A. Rielly, Director of Education and Secretary

1991 FINANCIAL FORECAST SUMMARY
AS AT OCTOBER 31, 1991

	1991 APPROVED BUDGET	1991 FORECAST	FORECAST SURPLUS (DEFICIT)	%
EXPENDITURES (000's)				
Salaries & Wages, Employee Benefits	$212,576	$211,993	$583	0.3%
Travel, Personnel Training, Bursaries	1,303	1,017	286	21.9%
Books & Supplies	15,985	15,576	409	2.6%
Energy Costs	4,838	4,583	255	5.3%
Replacement & New Equipment	3,702	3,591	111	3.0%
Debt Charges	1,490	936	554	37.2%
Capital from Current, Repairs, Permanent Improvements	9,144	9,601	(457)	-5.0%
Rentals, Fees & Contractual Services	9,312	8,927	385	4.1%
Tuition Fees	3,383	3,786	(403)	-11.9%
Chargeback of Taxes	1,622	1,622	0	0.0%
Provision for Reserves & Other *	2,525	2,351	174	6.9%
TOTAL EXPENDITURES	$265,880	$263,983	$1,897	0.7%
REVENUES (000's)				
Levy for Mill Rate	$153,982	$153,982	$0	0.0%
Supp. Taxes, T.&T., P.I.L., Surplus(Deficit), Transfers	10,971	11,771	800	7.3%
Provincial Grants	81,716	81,476	(240)	-0.3%
Other Provincial Revenue	935	1,160	225	24.1%
Tuition Fees	15,228	16,193	965	6.3%
Other Revenue *	3,048	3,451	403	13.2%
TOTAL REVENUES	$265,880	$268,033	$2,153	0.8%
SURPLUS FROM OPERATING EXPENDITURES AND REVENUES			$4,050	

* Site sales and corresponding provision to capital reserves have been excluded.

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1991 12 10.

To The Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: **CAPITAL PROJECTS TO BE DEBENTURED**

At the October 1991 meeting, the Board approved the appointment of architects for seven capital projects. Appendix A summarizes the estimated costs for these projects and the proposed method of financing as outlined in the Accommodation Report (June 1991).

Three projects are recommended to be financed by debentures.

RECOMMENDATION:

THAT PURSUANT to the provisions of Part VIII, Section 208, sub-section 1, of the Education Act, the Superintendent of Finance and Treasurer be authorized to make application to the Ontario Municipal Board for approval to issue debentures for the estimated net cost of these projects on Appendix A for a period not to exceed twenty (20) years.

THAT THE Superintendent of Finance and Treasurer be authorized to make application to the Regional Municipality of Hamilton-Wentworth to issue debentures for the estimated net cost of these projects on Appendix A for a period not to exceed twenty (20) years.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

RENOVATIONS & ASBESTOS PROJECTS

PROJECT	ARCHITECT *	ESTIMATED COSTS **	METHOD OF FINANCING: GRANTS	DEBENTURE	CAPITAL RESERVES	CAPITAL/CURRENT
Renovations:						
Memorial	Svedas Koyanagi	$1,300,000	$	$ 1,300,000	$	$
Hillsdale	Anthony Butler	900,000		900,000		
Hill Park	Moeller & Hassell	800,000		800,000		
Debenture Summary		**3,000,000**		**3,000,000**		
King George	Rankin Architect Inc.	931,000			931,000	
Lloyd George	Anthony Butler	532,000			532,000	
Asbestos Projects:						
-Ainslie Wood	Rankin Architect Inc.	500,000	299,700			200,300
-Delta	Rankin Architect Inc.	500,000	299,700			200,300
		$5,463,000	$ 599,400	$3,000,000	$1,463,000	$ 400,600

* Source: October 1991 OMC Report: Appointment of Architects

** Source: 1991 Accommodation Report (June 1991)

(Note: Asbestos has been amended; Hillsdale and Hill Park renovations have been amended from 1993 projects to 1992 projects)

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1991 12 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: **CAPITAL EXPENDITURE MULTI-YEAR FORECAST: 1992**
Allocations for 1993 to 1997

The Capital Expenditure Multi-Year Forecast: 1992 will be filed with the Ministry of Education in early 1992. It summarizes the estimated long term capital needs of the Hamilton Board of Education for the years 1993 to 1997 as reported in the Accommodation Report (June, 1991).

This Forecast supports our request for capital allocations in the amount of $39,345,000 for the 5 year period starting in 1993.

RECOMMENDATION:

That the Capital Expenditure Multi-Year Forecast: 1992, Allocations for 1993 to 1997 be approved.

Prepared by: Greg Rutledge, Controller

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

Ministry of Education Ontario

Proposed Projects - Buildings (For Growth)

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992

Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Section: GENERAL

Board Number: 6-4-319

Board Priority Number	Name of Project/School Location Mident Number	Age of Existing School	Ministry Rated Pupil Capacity: Existing School: Permanent Facilities*	Ministry Rated Pupil Capacity: Existing School: Portables/ Portapaks	Ministry Rated Pupil Capacity: This Project	Project class code	Type of Project Elem(E) Sec(S)	Estimated Cost ($000): 1993	1994	1995	1996	1997	Estimated Local Share ($000)	Method of Financing
1	NEW JK-5 SCHOOL	-	-	-	500	A	E	6,000					3,000	DEBEN-TURES
						TOTAL $		6,000					3,000	

04-Dec-91

Date

*Including Relocatable Classroom Modules (RCM's)

Use Sub-Totals and Carry Forward if more than one page is required

21-0116A (Revised 08/90) CEF-1A-1991

Ministry of Education Ontario

Proposed Projects - Buildings (For Non-Growth)

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992

Board	Section	Board Number
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON	GENERAL	6-4-319

Board Priority Number	Name of Project/School Location Mident Number	Age of Existing School	Ministry Rated Pupil Capacity: Existing School: Permanent Facilities*	Ministry Rated Pupil Capacity: Existing School: Portables/ Portapaks	Ministry Rated Pupil Capacity: This Project	Project class code	Type of Project Elem(E) Sec(S)	Estimated Cost ($000): 1993	1994	1995	1996	1997	Estimated Local Share ($000)	Method of Financing
1	TECHNICAL UPGRADES	-	-	-	-	G	S	200	200				135	CURRENT LEVY
2	DUST COLLECTION	-	-	-	-	D	E/S	366	412	80			285	"
3	ROOF REPLACEMENT	-	-	-	-	G	E/S	950	1,000	1,000	1,000	1,000	1,650	"
4	BOILER REPLACEMENT	-	-	-	-	G	E/S	270	260	270	270	270	445	"
5	LIBRARIES - SECURITY & AUTOMATION UPGRADES	-	-	-	-	B	S	76	57				45	"
6	ASBESTOS REPAIR/ REMOVAL-additional	-	-	-	-	D	E/S			392	810	760	655	"
7	CENTRAL - 091723 - RENOVATIONS	1851	118	35	280	A	E			600			200	DEBEN-TURES
8a	CALEDON - 897957 - CONVERSION TO CO-ED SCHOOL continued...	1968	670	-	-	C	S	3,600					1,200	"
							SUB- TOTAL $	5,462	1,929	2,342	2,080	2,030	4,615	

04-Dec-91

Date

*Including Relocatable Classroom Modules (RCM's)

Use Sub-Totals and Carry Forward if more than one page is required

21-0116B (Revised 08/90) CEF-1B-1991

Ministry of Education Ontario

Proposed Projects - Buildings (For Non-Growth)

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992

Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Section: GENERAL

Board Number: 6-4-319

Board Priority Number	Name of Project/School Location Mident Number	Age of Existing School	Ministry Rated Pupil Capacity: Existing School: Permanent Facilities*	Ministry Rated Pupil Capacity: Existing School: Portables/ Portapaks	Ministry Rated Pupil Capacity: This Project	Project class code	Type of Project Elem(E) Sec(S)	Estimated Cost ($000): 1993	1994	1995	1996	1997	Estimated Local Share ($000)	Method of Financing
8b	CRESTWOOD - 903205 - CONVERSION TO MIDDLE SCHOOL	1962	710	-	-	C	E	3,500					1,165	DEBEN-TURES
9	FAMILY STUDIES - KITCHEN UPGRADES	-	-	-	-	D	E/S	140	140	130	137	155	235	CURRENT LEVY
10	SCIENCE LAB RENOVATIONS	-	-	-	-	B	E/S	650	650	650	750	650	1,115	"
11	QUEEN MARY - 464430 REPLACEMENT SCHOOL	1914	925	-	-	C	E	3,750	3,750				2,500	DEBEN-TURES
12	MAJOR RENOVATION PROGRAM	-	-	-	-	D	E/S	1,700			1,400		1,035	DEBEN-TURES
13	ADELAIDE HOODLESS - 002674 - MODIFICATION	1912	808	-	-	D	E	500					165	M.E.C.R.
14	MASONRY REPAIRS & RESTORATION	-	-	-	-	G	E/S	100	200	250	200	100	285	CURRENT LEVY
							TOTAL $	15,802	6,669	3,372	4,567	2,935	11,115	

04-Dec-91

Date

*Including Relocatable Classroom Modules (RCM's)

Use Sub-Totals and Carry Forward if more than one page is required

21-0116B (Revised 08/90) CEF-1B-1991

Ministry of Education Ontario

Proposed Projects - Buildings (For Non-Growth)

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992

Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Section: GENERAL

Board Number: 6-4-319

Board Priority Number	Name of Project/School Location Mident Number	Age of Existing School	Ministry Rated Pupil Capacity: Existing School: Permanent Facilities*	Ministry Rated Pupil Capacity: Existing School: Portables/ Portapaks	Ministry Rated Pupil Capacity: This Project	Project class code	Type of Project Elem(E) Sec(S)	Estimated Cost ($000): 1992	Estimated Cost ($000):	Estimated Cost ($000):	Estimated Cost ($000):	Estimated Cost ($000):	Estimated Local Share ($000)	Method of Financing
1	PORTABLES							TO BE DETERMINED						CURRENT LEVY
2	TECHNICAL UPGRADES	-	-	-	-	G	S	150					50	"
3	DUST COLLECTION	-	-	-	-	D	S	240					80	"
4	ROOF REPLACEMENT	-	-	-	-	G	E/S	880					295	"
5	BOILER REPLACEMENT	-	-	-	-	G	E	240					80	"
6	LIBRARY UPGRADES	-	-	-	-	B	S	79					25	"
7	MAJOR RENOVATIONS:													
	-LLOYD GEORGE	1918	489	-	-	D	E	532					175	M.E.C.R.
	-KING GEORGE	1912	512	-	-	D	E	931					310	"
	-GIBSON (PH II)	1892	546	-	-	D	E	345					115	"
	-MEMORIAL	1918	791	35	105	A	E	1,300					435	DEBEN.
8	MASONRY REPAIRS	-	-	-	-	G	E/S	100					35	CURRENT LEVY
							TOTAL $	4,797					1,600	

04-Dec-91
Date

*Including Relocatable Classroom Modules (RCM's)

Use Sub-Totals and Carry Forward if more than one page is required

21-0116B (Revised 08/90) CEF-1B-1991

Education Centre
100 Main Street West
Hamilton, Ontario
1991 12 10

To the Chairman and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

RE: Sale of Portion of Ainslie Wood School Property for Main Street West Reconstruction, from Haddon Avenue to Paradise Road

The Regional Municipality of Hamilton-Wentworth requires from our Ainslie Wood School property a 12 foot wide strip (approximately 3,256.2 square feet) to widen Main Street. Construction is planned for early Spring 1992.

The Region is prepared to compensate the Board for the market value of the land, (based on $200,000/acre of residential land for .07475 acres (3256.2 square feet) $14,950.00.

As a result of the widening of Main Street the Region will pay for the following costs:

Landscaping, Paving, Widen entrance way to loading area by removing section of brick parking lot wall	39,285.00
Legal fees	1,300.00
Miscellaneous	465.00
Total	$41,050.00

The existing berm that provides screening from the noise of traffic will be removed to accommodate the new sidewalk. To compensate for this, it is planned to have as much screening as possible between the sidewalk and the school by

means of trees and various shrub material.

As shown on Plan "A" there will be a traffic island in front of the west entrance driveway to the school. Vehicles will only be able to exit eastbound from the westerly driveway. This limitation should not pose a problem for the school.

The Principal, Superintendent of Schools, and Plant support the following recommendation:

Recommendation:

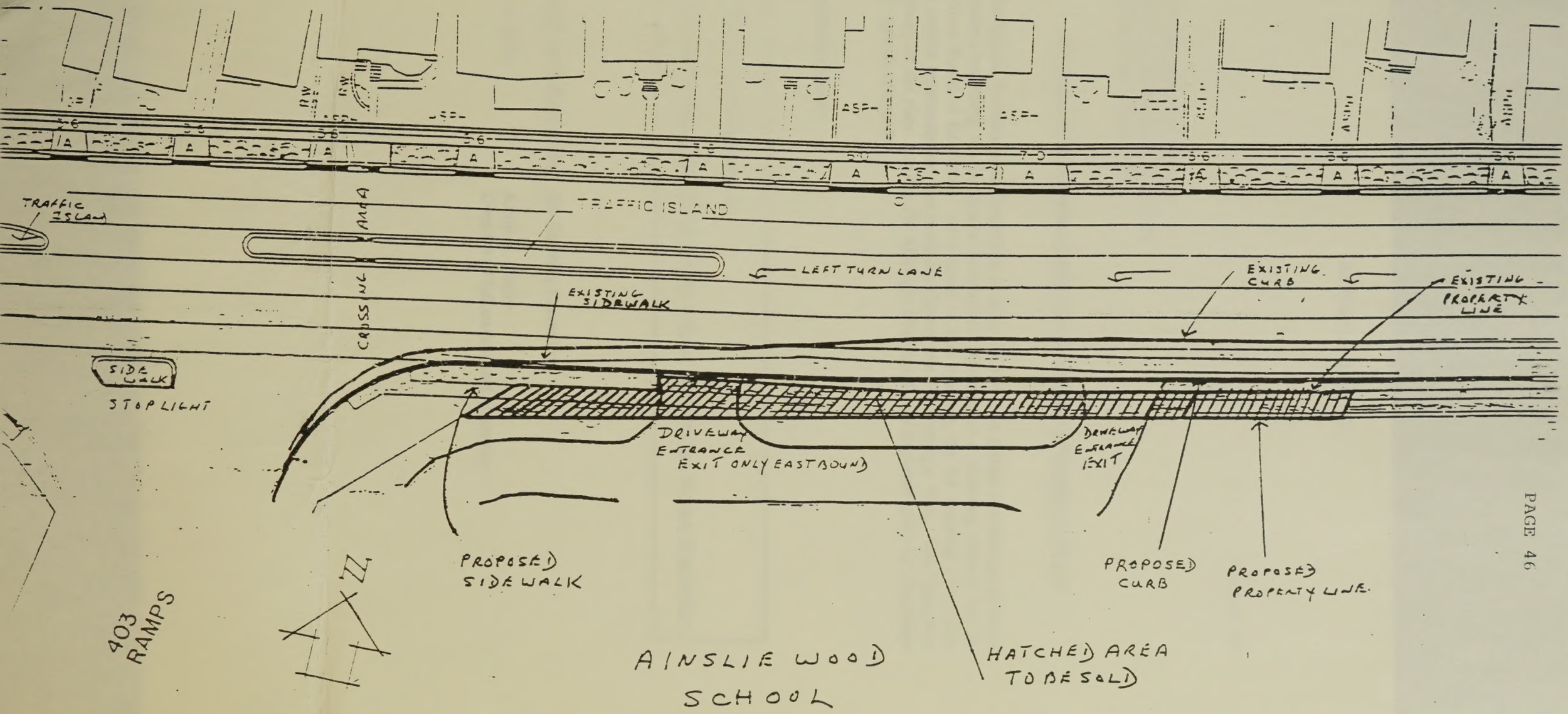
> That the Board sell to the Regional Municipality of Hamilton-Wentworth a strip of land from our Ainslie Wood School property for roadway purposes, an area of approximately 3256.2 square feet at market value of $14,950.00 and that the proceeds realized from the sale be placed in Capital Reserves, and;
>
> That the landscaping, paving, widening of entrance way and legal fees be completed at no cost to the Board.

Prepared by: Doug Kelterborn, Manager, Property and Insurance

Submitted by: Paul Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith Rielly, Director of Education and Secretary

PLAN "A"


TRAFFIC ISLAND
TRAFFIC ISLAND
CROSSING
LEFT TURN LANE
EXISTING SIDEWALK
EXISTING CURB
EXISTING PROPERTY LINE
SIDE WALK
STOPLIGHT
DRIVEWAY ENTRANCE EXIT ONLY EASTBOUND
DRIVEWAY ENTRANCE EXIT
PROPOSED SIDEWALK
PROPOSED CURB
PROPOSED PROPERTY LINE
HATCHED AREA TO BE SOLD
403 RAMPS
AINSLIE WOOD SCHOOL
MAIN STREET

1992-01-07

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

INTEGRATED INFORMATION SYSTEMS (IIS) STRATEGIC PLAN

At the Special Development Committee of May 30, 1991, an update was brought forward to trustees regarding the Integrated Information Systems as a planning priority for the Hamilton Board of Education. As a result of that meeting, the IIS Steering Committee with trustee representation, has been developing the IIS Strategic Plan. The Executive Summary of the plan and the IIS Strategic Plan itself was included with the December OMC agenda materials.

Recommendations

1. That this report be adopted.
2. That the financing of the IIS project be referred to the Budget Review Committee.

Prepared and Submitted by: IIS Steering Committee

Approved by: Keith A. Rielly
Director of Education and Secretary

INTEGRATED INFORMATION SYSTEMS STRATEGIC PLAN

EXECUTIVE SUMMARY

Below is an executive summary of the strategic plan including a statement on factors that lead to the development of the plan, solutions and benefits, costs and timing, implementation, plus an overview of the report's contents.

THE PROBLEM - *A System in Crisis*

Like many Boards in Ontario, public education in the City of Hamilton is under attack. It is under attack because of three external threats over which it has limited control. These threats include declining provincial funding, new high cost educational programs, and taxpayer demands for increased accountability over the quality of education and the effective and efficient use of local tax dollars.

The crisis is compounded by important internal limitations. They include:

- increasingly aggressive questions and demands for essential operational and strategic information to support decision making; and

- frustration about the apparent limitations of many of the Board's automated and manual systems' ability to respond to fundamental routine financial and employee questions (e.g., What's the cost of meal and social services for our community school program? How many teachers will retire next year and how many new teachers will we have to hire to with what qualifications to replace them?).

- the relatively rapid increase since 1984 in administrative staff when compared to teaching staff (25% vs. 15% respectively).

- both business and academic increasing complaints over excessive administrative workloads, bureaucratic/inefficient and ineffective procedures, and the impact on staff.

- uncertainty in making basic financial and employee decisions because of data/systems limitations and not enough time to gather and analyse the data (e.g., which staff and schools/departments have the best attendance records, which have the worst and why?).

THE SOLUTION AND BENEFITS - *Integrated Information Systems*

This strategic plan for Integrated Information Systems (IIS) responds to these external threats and internal weaknesses. It offers the Board the important potential savings and benefits from a structured approach to automation, innovation and motivation:

1. **Improving accountability** - by upgrading financial and employee data to principals, department heads and supervisory officers for their area of operations, plus clarifying roles and improving teamwork and cooperation between the Education Centre and schools. This can save the Board a minimum of $50,000 to $100,000 annually.

2. **Increasing cost effectiveness and enhancing revenue generating opportunities** - by providing cost and revenue analysis comparisons (e.g., assessment support, student dropout/employee turnover trends) by school/department and trend analysis by timeframe to spot more effective practices and potential problem areas. This could save the board $200,000 to $400,000 annually.

3. **Improved Productivity** - by linking all sites with integrated systems, an online data communications network with personal computer workstations for key authorized client groups (e.g., principals, vice principals, teachers, consultants, school/area office and Education Centre administrative staff, supervisory officers and trustees), all using a comprehensive shared central data base, the Board can eliminate many redundant systems and data entry, processing, communication, reporting and data storage activities. When these new systems are implemented with streamlined administrative processes, plus clear roles and responsibilities, the Board's consultant is predicting that the growth in administrative staff will be reduced to match the growth rate of teaching staff and possibly even flattened. This has the potential to save the Board approximately $1.2 million annually.

4. **Better Decision Making** - integrated systems can improve both the quality of the data and the analysis that underlie important administrative decisions (e.g., forecasting teaching staff complement and qualification needs, analyzing the cost of labour negotiating alternatives, etc.).

5. **Faster Response** - online systems with relevant, accurate information can respond immediately to routine information requests without the need to call the school or area office, or the Education Centre (e.g., delivery dates on purchase orders, budget balances remaining, employee and student attendance data).

6. **Expanded Services** - new systems and networks can provide information that was tedious to obtain before (e.g., booking trustee/supervisory officer meetings using electronic calendars) or simply not possible because of cost or effort (e.g., attendance data sorted by best to worst employee or school).

When these systems are fully implemented in parallel with streamlined processes, clear roles and improved teamwork and cooperation, these systems have the potential to provide improved efficiencies and savings conservatively estimated at $1.3 to 1.4 million annually.

COSTS AND TIMING

This project will not happen quickly or inexpensively. With prudent phasing however, the Board can stage its investment carefully to concentrate initially on low cost, quickly implemented/high payback areas and gradually proceed to later more expensive phases as the benefits and savings are harvested from earlier phases. This approach should minimize the impact on the operating budget in future years.

The draft implementation plan is conservatively estimated to require an expenditure of less than $400,000 in 1992. The remaining four years will require average annual spending of $1.5 million.

The current draft key milestones are:

	Start	End
FIS	Phase 1 - April/92	Phase 3 - June/95
EIS	Phase 1 - Feb./92	Phase 2 - June/93
SIS	Phase 1 - April/92	Phase 2 - Oct./94

The Steering Committee is currently exploring a number of contingency plans to reduce this costs estimate by developing partnering relationships with other interested organizations. These options will be explored in more detail to assist the Board in finalizing the budgeting and implementation phasing.

FURTHER DETAILS

The Strategic Plan report has been drafted to answer questions from a broad interest group:

Section 1 - Evolution of Systems highlights where the Board has invested in automation since it first computerized in 1967. Section 1 and 2 should be of interest to those readers unfamiliar with the Board's electronic information systems.

Section 2 - Current Environment provides a summary evaluation of how effective our current systems and Computer Services Department are, along with the current state of client computer skills. It also includes client feedback. This Section provides the base line to compare the gap to the Target Environment described in the next section.

Section 3 - Target Environment identifies the vision for IIS when the implementation is complete. This section should be read by those who have questions about the scope of IIS since it covers the project mission, goals and strategic principles.

Section 4 - Resource Estimates provides the details for the types of resources the project requires and cost estimates including a lease/purchase comparison. **It is recommended that the lease option be adopted.**

Section 5 - Benefits and Savings itemizes the Steering Committee's assessment regarding potential benefits from the project. The savings estimates have been based on the consultant's experience in discussion with supervisory officers.

Section 6 - IIS Implementation Plan shows the current implementation phasing for the financial, employee and student systems, along with other key tasks that need to be done by both clients and Information Management Services. It also acknowledges four key requirements for successful implementation of IIS.

The Steering Committee looks forward to receiving feedback on this proposal, and working with the Trustees to finalize this plan.

1991 12 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Hamilton Interscholastic Athletic Council Risk Management Policy

Background

It has been recommended that the HIAC develop a Risk Management Policy to bring together the philosophy and practices that have been developed over many years of school sport experience to ensure that we are offering as safe a program as possible.

A risk management policy is designed first and foremost to reduce the chance of injury to participants. Other aims of a risk management policy include: the reduction of the effects of an injury, the delineation of responsibilities of all those involved in the operation of the athletic program and the public pronouncement of these responsibilities in order that participants may make informed decisions regarding their participation.

A risk management policy will not eliminate injuries and accidents from sport. By its nature, sport involves risks and inevitable occurrences which will cause "injury" to the human body. It can only be expected that those who administer or participate in athletic programs will have considered the risks and have taken reasonable actions to limit these risks.

Process

Concomitantly with the HIAC Review a group of committees was formed to address the development of a Risk Management Policy for each sport offered as part of the HIAC program. This process involved over eighty coaches representing over a thousand years of school sport experience. The document they developed has been vetted by our Heads of Department, Secondary Principals, the Ontario Safety Resource Centre, the Ontario School Board Insurance Exchange (response is included for your perusal), the Ontario Federation of School Athletic Associations (OFSAA) and the law firm of Evans, Philp. This document has received valued guidance and enthusiastic support from all groups.

Recommendation

That the attached document be approved as the Risk Management Policy of the Hamilton Interscholastic Athletic Council effective June 15, 1992.

Prepared by: R. Chapman, Co-ordinator
Physical and Health Education

C. Newman
HIAC Sports Convenor

Submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

NOV 12 1991

ONTARIO SCHOOL BOARDS'

INSURANCE EXCHANGE

November 4, 1991

Bob Chapman
Co-ordinator, Physical and Health Education
Hamilton Board of Education
Box 558, 100 Main Street West
HAMILTON, Ontario
L8N 3L1

Dear Bob:

I received the Fourth Draft of the Risk Management Policy for the Hamilton Interscholastic Athletic Council today, and appreciate the opportunity to review this document.

Your Board has developed an excellent risk management policy, and I find it difficult to add or change anything in this document.

The only thought that came to me when reviewing the material concerned the facilities and the EAP. Your EAP sets out clearly who will be in charge and who will telephone, etc. idenified by their particular roles at the event. In order to ensure that everyone understands their roles in an emergency prior to each event, you may wish to develop a form that sets out the names of those responsible.

The person in charge of phoning should be familiar with the location of the nearest phone, and the emergency phone number to call. At each school, it is probably a good idea to have the address of the school building and emergency phone numbers posted on the wall near the phone. Those visiting the school for the first time may be unfamiliar with the exact address of the facility, or may forget in the confusion of an emergency situation.

In the case of facilities, your Policy states that playing fields and gyms must be in good condition, free from obstructions and hazards. At our Risk Management Seminar last year, Dr. McGregor advised that a pre-game inspection of the facility was important. He felt that a short check list should be developed and one or two individuals should be given the responsibility for checking for obvious hazards before the game. For instance, for a basketball game, he suggested that one of the duties of the referee might be to go through a brief check list to check the condition of the floor, ensure that benches and chairs are removed from the sidelines, that the wall under the backboard has padding, etc.

105 SILVERCREEK PARKWAY N., GUELPH, ONTARIO N1H 6S4
(519) 767-2182 • 1-800-668-6724 • FAX (519) 767-0281

The various forms, Appendix B, E and F are well done. The Appendix D, which outlines the "SHARP" concept, is excellent as are the General Conditioning Guidelines. This is an excellent concept and one that I have not seen set out in this format previously.

Finally, I would like to request permission to use part or all of your Policy. From time to time we are asked for advice and help by school boards that are attempting to provide a safe environment for various activities, and we would like to be able to share part or all of your Risk Management Policy, if appropriate to the situation.

We appreciate the opportunity of to review your Policy. Please extend our congratulations to the members of The Hamilton Interscholastic Athletic Council for a job well done!

Yours very sincerely,

Diane Brunetti

Diane Brunetti
Underwriting & Administration Co-ordinator

RISK MANAGEMENT POLICY

for the

HAMILTON INTERSCHOLASTIC ATHLETIC COUNCIL

FIFTH DRAFT

November 1991

The Board of Education for the City of Hamilton

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

The Hamilton Interscholastic Athletic Council of the Hamilton Board of Education wishes to acknowledge the time and efforts of the many teacher-coaches who were involved in the development of this policy. As with high school sport itself, this document simply could not have been developed without their input.

In addition to those involved in authoring this document, the assistance of the following individuals and organzations were integral in the process.

Ontario Ministry of Tourism and Recreation

Ontario Safety Resource Centre

McMaster University Fitness Centre - Linda Stewart-Stone

Jeff Howe, Dip., A.T.

Carleton University Fitness Centre

Ontario School Board Insurance Exchange

Ontario Federation of School Athletic Associations

Evan, Philp - Barristers and Solicitors

Plant Department - Hamilton Board of Education

INTRODUCTION

The Hamilton Interscholastic Athletic Council has a long and enviable history of offering safely designed athletic programs. This risk management policy brings together the practices of a large group of teacher-coaches who have knowledge and experience unsurpassed in athletics in the province of Ontario.

A risk management policy is designed first and foremost to reduce the chance of injury to participants. Other aims of a risk management policy include: the reduction of the effects of an injury, the delineation of responsibilities of all those involved in the operation of the athletic program and the public pronouncement of these responsibilities in order that participants may make informed decisions regarding their participation.

A risk management policy will not eliminate injuries and accidents from sport. By its nature, sport involves risks and inevitable occurances which will cause "injury" to the human body. It can only be expected that those who administer or participate in athletic programs will have considered the risks and have taken reasonable actions to limit these risks.

The development committee for this risk management policy included more than eighty coaches with many years of experience in high school and community sport. All those who shared in the development are to be congratulated. It is hoped that this document will allow each coach to coach and each player to play safely and confidently.

This is a living document. As new information, equipment and activities come to our attention this document will be amended in an attempt to make school sport as safe as possible.

Bob Chapman
Co-Ordinator, Physical and Health Education

HOW TO USE THIS MANUAL

The design objective of this manual from its inception has been to provide coaches and administrators of interscholastic sport with a comprehensive policy for managing the inherent risk associated with sport. At the same time, it was deemed essential that a manual containing such a policy be in component style allowing each sport to be an entity unto itself. While this has been accomplished, there remain issues common to every sport.

It will be the natural temptation of any coach or administrator to ignore parts of this manual that do not pertain to his/her sport, it is, nonetheless, essential to be aware of issues that have implications in all sports. With this in mind, you are directed first towards the section titled "ISSUES AFFECTING ALL SPORTS".

It is the intent of this section to identify policies and procedures that have implecations on athletes, coaches, facilities and equipment in any sport. Some of the requirements included in this section are part of the H.I.A.C. Constitution, while others are policy of the the Board of Education or the Athletic Office. Regardless of their nature, they are deemed essential and as such must be implemented.

In terms of the categories used in this policy, it is important to distinguish what each mean. The participant is, of course, the student athlete. Keep in mind that issues stated in this category refer to risk management only. Issues such as eligibility are contained in the H.I.A.C. Constitution. There is an important distinction between equipment and facilities. For the purposes of this manual, equipment is deemed as any piece of apparatus moved into position that is required for the sport to occur. Facilities on the other hand, are deemed to be the fixed plant where a sporting event takes place. Coaching refers to all members of the coaching staff, however it is assumed that primary responsibility for the supervision and adherence to the requirements of this policy is that of the head coach.

Issues in every category will have a a "mandatory" or "recommended" status. There is no room for misunderstanding when an issue is deemed "mandatory". It means quite simply, that the issue must occur for the event to take place. An issue deemed "recommended" has such a status because it is felt to be important for the safety of those involved. It is implied when a issue is recommended, that every reasonable effort will be made to satisfy the issue.

Finally, the last section comprising this manual are the appendices. Included in this section is the Emergency Action Plan of which **all** coaches must be aware. As well, there are forms and guidelines for the coach as well as the athlete that will aid in the carry-out of this policy. Forms included in this section are available through either the school or the Athletic Office.

This document will face ongoing change as existing sports change or new sports are added. As with the initial production of this policy, your input is essential. It is the responsibility of the Athletic Office to maintain and review this policy through a Risk Management Policy Review Committee. If at any time you feel you have something to add, please contact the Physical and Health Education Head in your school or the Athletic Office.

ISSUES AFFECTING ALL SPORTS

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ - recommended				
• must be familiar with and able to implement the EMERGENCY ACTION PLAN (EAP- Appendix A) • must complete THE STUDENT ATHLETE INFORMATION AND PERMISSION form - included as Appendix B • an athlete must have completed a RETURN TO PLAY form when required prior to returning to participation (Appendix E) • flexible non-metal frames with plastic lenses or contact lenses are mandatory for those requiring eyewear ◊ it is the responsibility of the participant to follow the general conditioning guideline as minimum preparation for participation in interscholastics (see Appendix C)	• a first aid kit must be available at all competition and practice sites (appropriate contents are outlined as Appendix G) • the coach must inspect any training equipment before it's use.	• there must be a telephone line available to coaches during all activities - this necessitates a phone line into all gyms (physical education offices) where interscholastic activities are conducted • spectators must be kept at least 5 yards back from a playing field • the physical education head(s) shall order a yearly inspection of all interscholastic facilities and major equipment - a written status report will be required from the authorized inspector • a telephone must be available for emergency use at all practice/game locations • there shall be posted at the telephone the address of the school, location of the nearest entrance to the gym and any other necessary information	• must be familiar with and able to implement the EMERGENCY ACTION PLAN (EAP - Appendix A) • a coach shall cause to be completed THE STUDENT ATHLETE INFORMATION AND PERMISSION FORM (Appendix B) • coaches will provide each athlete with a general conditioning guideline (Appendix C) • a coach may require a RETURN TO PLAY FORM (appendix E) from any injured athlete, but must require it for every injury where required in appendix D • coaches must ensure a telephone is available for emergency use. (This may involve arrangements with neighbours of remote practice/game sites)	• Principals are responsible for the security, safe seating and conduct of spectators at all HIAC competitions • in the event of lightning outdoor practices and games must be halted • all referees will be requested to make a visual safety inspection of facilities and playing surfaces prior to the commencement of any competition

ISSUES AFFECTING ALL SPORTS

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
			• the coach shall maintain a record of all practice plans, athlete attendance and make periodic references to the major inherent risks of each sport through the use of the COACHES PRACTICE PLANNER-appendix F • coaches must adhere to the HIAC accreditation standards as outlined in the H.I.A.C. constitution • the coach shall ensure that an appropriate first aid kit is available at all competitions and practices • where a sport requires "direct supervision" - direct supervision is defined as being physically present in the practice or competition area	

ISSUES AFFECTING ALL SPORTS

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
			• when a team participates out of province, the coach must assure all documentation for medical attention is complete and on hand for each student athlete • appropriate skill progression and strategies to prepare and protect the athlete must be incorporated into all programs • before each practice or game the coach shall visually inspect facilities and playing surfaces to insure these facilities and playing surfaces adequately meet the standards of this policy; the coach shall not allow participation if he/she is not satisfied that the facilities or playing surface is adequate and laid out in the proper manner to avoid the risk of injury to participants or spectators	

ALPINE SKIING

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• Mandatory ◊ Recommended				
• a C.S.A. approved helmet must be worn any time a skier is on the hill • loose clothing must not be worn by the skier at any time • proper fitting and maintained ski apparel must be worn • arm pads are to be worn at all times • skiers must race under control at all times	• helmets are to be fitted by a qualified individual and properly attached at all times • there must be no breaks or bends in poles • bindings must be set to the proper DIN setting for the skier as determined by a qualified technician, checked twice yearly and adjusted as required • boots, skis and bindings must be compatible ◊ skis should be the correct length, properly tuned, waxed and sharpened with edges in good repair ◊ poles should be the proper length with the basket in good repair ◊ poles should be the grip with strap type rather than sabre style	• course poles must be full length break-away style and in good repair • there must be a warming chalet close to the course • race course must be set by a qualified course setter • course must be away from dangerous obstacles - poles posts, trees, drop-offs and areas near other skiers • there must not be rocks, ice or bare patches on a course • safety walls, nets or barriers must be in place where required • functioning, reliable communication covering the course area must be in place • there must be a clear run out at the end of the course	• proper racing techniques must be taught by a certified coach • racers must be taught appropriate safety precautions and be given clearance by the coach to practice or race • jumping, "hot-dogging" or tucking the hill is not allowed	• there must be ski patrol and hill monitors at all practices and races • races or practices must be postponed or cancelled if severe weather occurs - steady rain, high winds or heavy snow

ALPINE SKIING

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• Mandatory ◊ Recommended				
		• the start ramp must be wide, stable and have a pitch of approximately 45 degrees ◊ start ramp should have a shelter area		

BADMINTON

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• players must stop play whenever a foreign object comes onto the court • players must not walk on or near courts in play • players must not practice behind or beside courts while play is in progress ◊ players should wear proper court shoes ◊ players should clean the soles of their shoes frequently ◊ players should warm-up properly prior to practice or play ◊ beginner players should wear eye protection ◊ the net player in mixed doubles should wear eye protection		• floor surfaces must be cleaned with a damp mop prior to practice or competition • inserts on court surfaces must be in place • broken or loose tiles must be replaced • liquid spills must be cleaned up before play begins ◊ bleachers and benches should be a minimum of 2m from the playing surface	• a conditioning program must emphasize leg strength and encourage flexibility ◊ during practice adequate spacing should be provided so each player can take a full forehand or backhand stroke	◊ tournament structures should consider player fatigue ◊ there should be a minimum of 10 minutes between matches

BASKETBALL

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• must use appropriate and properly maintained athletic footwear ◊ should use proper basketball footwear ◊ should use a full fit interior mouth guard fitted by a dentist	• players' benches and scoring table must be 2m beyond the playing court. Where this is not possible, the scoring table must be padded	• floor must be damp mopped before games • any wax used must be conducive to athletic activity • matting on end wall must be permanent (where installation is practical), two colour and minimum 5cm thick, starting 10cm off the floor to a height of 2m and extending 60cm beyond each side of the key • backboards must be at least 6 feet from the end wall and secured by safety chain • bottom of backboard must be padded • floor plugs must be in place and secured for practices or games ◊ floor should be damp mopped before practices ◊ hardwood should be used for floors	• during the season coaches must attempt to improve the flexibility, strength and cardio-vascular fitness of their players	

CROSS-COUNTRY RUNNING

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• - mandatory ◊- recommended				
• must use appropriate and properly maintained athletic footwear ◊ should use proper distance running footwear		• start and finish areas must provide a wide, flat area for 300 metres	no more than 20% increase per week in the number of kilometers covered by any participant	

FIELD HOCKEY

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• goalkeeper's equipment - gauntlet gloves, C.S.A. helmet and facemask, chest protector lower abdominal protector, goalie pads and kickers must be worn • full fit interior mouthguard fitted by a dentist and shin guards must be worn ◊ appropriate cleats or turf shoes should be worn	• portable goals must be checked prior to competition to ensure they are secure	• fields must be level and well groomed • grass must maintained to a maximum height of 5cm on all competition fields during the competitive season • fields must be cut, aerated and marked; goal areas must be sanded or filled in where necessary	• coaches must teach proper techniques in offensive and defensive skills and strategies • during the season coaches must attempt to improve the flexibility, strength and cardio-vascular finess of their players • direct supervision is required at all times	◊ two officials should be present for all league games

FOOTBALL

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• any non-Board owned football helmet that a player wishes to use must be certified by the Board approved re-conditioner • must use appropriate legal and properly maintained football footwear • full fit interior mouth guards fitted by a dentist must be used • appropriate reproductive organ protection must be worn ◊ student athletes are encouraged to work towards an adequate level of fitness prior to the football season and be encouraged to attend football development camps and clinics to improve their skill levels and knowledge of the game	• football helmets must be purchased, re-conditioned and re-certified according to the policy administered by the Athletic Office • O.A.F.A. football equipment requirements will be the standard for H.I.A.C. play • practice equipment such as blocking sleds and bags must be kept at a safe distance from practicing players when not in use	• yearly inspection of goal posts must be undertaken • playing surface must be free of foreign objects and potholes • fields must be re-seeded or re-sodded as required • grass must be maintained to a maximum height of 5 cm • spectators and players must be 2m back from the sidelines • large objects (cars, bikes) must be kept a minimum of 3m from the playing surface • portable benches must not be used for spectators or players ◊ single post padded goalposts located 5 yards behind the goal line should be used	• there must be an inservice for coaches on fitting equipment with compulsory attendance for new Head coaches and highly recommended for all assistant coaches • during the season coaches must attempt to improve the flexibility, strength and cardio-vascular fitness of their players • practices must not exceed 2 hours • live contact must be kept to a minimum during practices • coaches must attempt to teach skills with non-contact drills where possible • in contact drills, athlete momentum must be controlled by keeping players a maximum of 5 yards apart	• there must be a minimum of four clear days between games • no league game is to be played before 10 school days have elapsed • no game may convene without the presence of an athletic therapist

FOOTBALL

PARTCIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
			• in scrimmages against opposing teams officials must be present and quick whistles used to signal stoppages in play • in the event of hot and humid weather, the normal amount or equipment worn must be reduced, contact restricted and regular water breaks given • during scrimmages, quick whistles must be used and players trained to stop on the whistle	

GYMNASTICS

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• participants must check all equipment for safety before they begin each activity • participants must be aware of and abide by safe spotting techniques ◊ proper grips and chalk must be used	• equipment must be inspected yearly by a qualified professional • equipment must be checked for safety and repaired on an ongoing basis • tumbling, landing and training mats must be checked for holes, seams, tears, secure handles, velcro and foam condition • tumbling strip mats - must have a foam thickness of 2.5 cm • landing mats are to be a minimum of 12 cm thick • training mats are to be 20 to 30 cms thick and secured to avoid slippage • mats joined together must be of uniform thickness	• all gymnastic areas and equipment must be locked when not in use • a floor plan must be established for all equipment to ensure proper space between apparatus	• equipment must be checked for safety and repaired on an ongoing basis • direct supervision by the coach is required • the coach must supervise the set up and take down of equipment • gymnasts must be taught proper set-up of equipment • safe spotting techniques must be taught and reviewed regularly • coaches only shall spot on vault, aerial or rotational moves • there must be a safe and sequential skill program utilized that includes a conditioning component for flexibility and strength	• the trampoline must be used only with certified trampoline coaches ◊ coaches should have N.C.C.P. certification when coaching beyond level 1 in high school gymnastics

ICE HOCKEY

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• player takes responsibility for himself/herself and others in promoting safe play • C.S.A approved helmet with full facial protection and a C.S.A. approved neck guard must be worn • proper fitting C.S.A. approved shoulder pads including sternum protection must be worn • C.S.A. approved full fit elbow pads extending from the shoulder pad to the glove must be worn • appropriate, fully laced hockey gloves must be worn ◊ full fit interior mouthguard fitted by a dentist should be worn ◊ players should wear additional abdominal protection	• nets must be able to dislodge on contact	• ice surface must be free from debris and ruts • facility must be appropriate for the safety level of junior hockey	• a staff advisor for all teams coached by a nonstaff coach must be at the bench during all games • no game may convene without the presence of an athletic therapist ◊ coaches should be certified at level 3 through the N.C.C.P. program	• there must be a "hitting from behind" rule in H.I.A.C. play

ICE HOCKEY

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• properly fitted and padded hockey pants and shin pads must be worn • skates must meet safety standards as described in the C.A.H.A. rule book • goaltenders equipment must be appropriate for junior level hockey and conform to C.A.H.A. standards and rules				

NORDIC SKIING (Cross-Country Skiing)

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• clothing - toque, layered clothing with good wicking • appropriate footwear and bindings must be worn		• race course must be suitable to the ability level of all skiers ◊ a warming hut should be available close to the start and finish	• coaches must insure that competitors are adequately prepared and all equipment is suitable for the difficulty of race and practice courses	• no racing under -20 C. • marshalls and others must watch for frostbite and hypothermia

SLO-PITCH

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• helmets must be worn by batters, pitchers and baserunners • catchers must wear chest protector, mask and athletic cup • running shoes or molded cleats only are to be worn ◊ catchers should wear shin pads ◊ players should wear a baseball glove	• bats must have hand grips or tape • a double bag must be used at first base • safety lines for home plate must be in place for all H.I.A.C. games • bases must be secured	• the diamond must be level and groomed	• appropriate sliding techniques must be taught to minimize the risk of injury • head first slide techniques are not allowed • a conditioning program that encourages flexibility, improved cardio-vascular fitness and pre-event warm-up must be introduced	• players not involved in the game must be on or behind their bench

SOCCER

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• must use appropriate and properly maintained athletic footwear • shin pads must be worn • suitable reproductive organ protection must be worn ◊ mouth guard, properly fitted by a dentist should be worn ◊ proper soccer footwear should be worn		• playing surface must be free of foreign objects and potholes ◊ games should be scheduled on natural turf		• hand ball rule must be flexible to allow female players to protect the chest area • if in the opinion of the referee, after consultation with both coaches, the field is deemed to be unsafe for play, the game shall be rescheduled ◊ each team should be permitted 2 time outs per game ◊ there should be one clear day between scheduled games

SWIMMING

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• participants must be aware of and abide by all pool regulations • participants must not have gum, candy or food in the pool area • dentures must be removed prior to practice or competition • diving isn not permitted at any H.I.A.C. aquatic practice or competition ◊ jewellery should be removed prior to participation	• starting blocks must be dried on a regular basis to prevent slipping • backstroke bars must be removed after backstroke events to prevent tripping ◊ backstroke flags should be used	• pool deck must be rinsed and and squeegeed periodically to prevent slipping ◊ proper blocks and backstroke bars should be installed	• proper instruction of pool rules and safety procedures prior to entering the pool for the first time and reviewed on a regular basis • during the season coaches should attempt to improve the flexibility, strength and cardio-vascular fitness of swimmers • the swimming abilities of each participant must be assessed prior to the start of training	• lifeguards must be on deck prior to a team entering the water ◊ adequate warm-up time should be scheduled prior to the start of a meet

TRACK AND FIELD

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• must use appropriate and properly maintained athletic footwear • hurdlers must not wear loose fitting sweat pants • pole vaulter must use an appropriate pole and regularly check his poles(s) for cracks or spike marks ◊ use of event appropriate footwear ◊ spikes should not be used excessively in training	• hurdle weights must be set properly • only fiberglass crossbars are to be used	• jumping pits must be dug to the full depth of the spade • athletes must be given the option of at least two take-off boards in the triple jump • each throwing area must not overlap any other competitive area • everyone with the exception of event officials must be restrained to an area 5 meters outside the sector lines. This restricted area must be designated by a fence or rope • the discus shall be thrown from an approved discus cage or a 3-sided baseball screen ◊ CTFA recommended landing areas should be used	• competitors must attend a minimum of 3 practices prior to any competition • pole vault poles must be checked regularly for cracks and other signs of deterioration ◊ train on soft surfaces when possible	• a warning barrier must be used to prevent field event competitors from jumping or throwing before the competition area is ready • all implements must be carried back to the throwing area using the 3 man retrieval system (thrower, on deck, retriever)

VOLLEYBALL

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• must use appropriate and properly maintained athletic footwear • jewellery must not be worn ◊ participants should use proper volleyball footwear ◊ participants should wear knee pads	• leather volleyballs (soft touch) must be used for practice and games • the net shall have no hardwear protruding • the standards and referees stand must be padded • poles must be secure and the net properly fastened	• floors must be damp mopped prior to each match • there are to be no taped lines on the playing surface • floor inserts must be in place • the playing area must be unobstructed (including loose volleyballs and other hazards) ◊ floors should be hardwood ◊ poles should be 2 metres beyond the edge of the court ◊ players benches and score table should be 3 metres beyond the edge of the court	• appropriate and safe pre-game warm-up must be used (e.g. O.F.S.A.A. 5-5-2)	

WATERPOLO

PARTICIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• jewellry must be removed prior to participation • fingernails must be cut blunt prior to participation • participants must be aware of and abide by all pool regulations • to participate a student must prove he/she is capable of swimming a minimum of 50 m • participants must wear caps with ear protectors • participants must not have any gum, candy or food in the pool • dentures must be removed prior to practice/competition • diving is not permitted at any H.I.A.C. practice/competition ◊ participants should wear a mouthguard fitted by a dentist as well as eye goggles and double bathing suits	• netting must be whole and firmly attached to the frame • nets must be installed and removed by a minimum of two people	◊ the back of the goal area should be clear of participants	• proper instruction of pool rules and safety procedures prior to entering the pool for the first time and reviewed on a regular basis • during the season coaches must attempt to improve the flexibility, strength and cardio-vascular fitness of their players • coaches must teach proper techniques in offensive and defensive skills and strategies	• lifeguards must be on deck prior to a team entering the water ◊ adequate warm-up time should be scheduled prior to the start of a game

WRESTLING

PARTCIPANT	EQUIPMENT	FACILITIES	COACHING	OTHER
• mandatory ◊ recommended				
• suitable wrestling attire and footwear must be worn • glasses must not be worn • headgear, mouthpiece and kneepads must be worn	• the mat surface shall be a plastic foam wrestling surface only (no mat covers) • mat surfaces must be checked for irregularities • mats must be disinfected regularly	• there must be a 3 metre unobstructed area surrounding the wrestling surface	• minimum of 4 weeks practice and conditioning prior to first competitive match • continuous review of illegal holds and unsafe techniques • warm-up activities must emphasize conditioning and flexibility	

APPENDIX

A) Emergency Action Plan

B) Student Athlete Information and Permission Form

C) Guidelines for a General Conditioning Program for Athletes

D) Injuries requiring a Return To Play Form

E) Return To Play Form

F) Coaches Practice Planner

G) First Aid Kit Contents - a suggested list

APPENDIX A

EMERGENCY ACTION PLAN (EAP)

Introduction

Involvement in various physical activities will inevitably result in an encounter with a potentially serious injury. This plan has been established to identify the roles and duties that must be assumed by those involved to deal quickly and effectively with serious injuries.

The People

This emergency action plan includes three main components:

A) **Charge Person** - the individual who takes charge

B) **Call Person** - the individual who makes the call for emergency assistance

C) **EAP Assistants** - trained senior members of a team who will assist the charge and call persons

The Roles

A) the Charge Person - is the individual who is to take charge in the event of a serious injury.

Order of rank in determining the Charge Person:

i) where an Athletic Therapist is present, he/she is the charge person
ii) where there is only one coach on site, he/she is the charge person
iii) where two opposing coaches are present, the coach of the injured player is the charge person
iv) where there are two (or more) coaches from the same team (practice situation) the Head coach is the charge person

B) **the Call Person** - is the individual who is to place the call for emergency assistance

Order of rank in determining the Call Person:
i) where there is an Athletic Therapist present, he/she will identify the Call Person
ii) where there is only one coach on site, a designated EAP Assistant will be the Call Person
iii) where there are two opposing coaches, the coach who does not have the injured player is the Call Person
iv) where there are two (or more) coaches from the same team (practice situation) one of the assistant coaches will be designated by the Head coach to be the call person

C) **EAP Assistants** - senior members of a team (minimum 2 people) who have been trained to be the call person in the event of an emergency

The Duties

A) the Charge Person

ALL OF THE FOLLOWING:

i) initially when coming in contact with the injured athlete, take control and assess the situation
ii) instruct any players and bystanders to leave the injured player alone
iii) **DO NOT MOVE THE ATHLETE**
iv) leave the athlete's equipment in place
v) evaluate the injury. Once you have assessed the severity of the injury, decide whether or not further assistance is required
vi) if an ambulance is not needed, decide what action is to be taken to remove the athlete from the playing surface
vii) if an ambulance is required, notify the CALL PERSON, give a brief explanation of the injury and tell that person to make the call for an ambulance while you stay with the athlete
viii) once the call has been placed, observe the athlete carefully for any change in condition and try to reassure the injured player until professional help arrives
xi) stay calm! Keep an even tone in your voice. Remember, YOU are the person in charge!

B) the Call Person

ALL OF THE FOLLOWING:

i) know the location of the nearest phone to where the event is taking place
ii) do not rely on others to show you to a phone - know where it is before the event takes place
iii) know the best route to the facility where the event is taking place. Know also the best access route to the event location within the facility and be prepared to identify an entrance if necessary
iv) be prepared to give the necessary information regarding the injured athlete to the operator

INFORMATION THE CALL PERSON MUST GIVE TO THE EMERGENCY DISPATCHER

1. State that it is a medical emergency.
2. State what the emergency is. Is the athlete conscious? Breathing normally? Bleeding? etc. State what action is being taken.
3. Give the exact location and best access route.
4. Give the telephone number of the phone from which you are placing the call. This is in case they have to phone back for more information. Ask for an estimated time of arrival. **HAVE AN EAP ASSISTANT STAY BY THE PHONE.**
5. Report back to the person in charge.
6. Go to the access entrance and wait for the arrival of the emergency vehicle.

C) the EAP Assistant

i) be prepared to assume the role of the Call Person, duties as outlined above. KNOW WHAT YOU HAVE TO DO!
ii) go with the call person. Under his/her direction, either stay at the phone in the event a return call comes in or go to the entrance the emergency vehicle is to arrive at.

GOING TO THE HOSPITAL

Order of rank in determining who will accompany the injured athlete:

i) if the parent is present, the parent goes
ii) if there is more than one coach per team, a coach, designated by the Head coach, goes
iii) if there is only one coach, an adult team manager goes
iv) if there is only one coach and no adult manager, a player of the coach's choice goes

Once the ambulance has left, it is the responsibility of the coach of the injured athlete to contact a parent or guardian. Every effort must be made to accomplish this. **THE EVENT IN PROGRESS IS NOT TO CONTINUE UNTIL EVERY EFFORT HAS BEEN MADE TO CONTACT A PARENT OR GUARDIAN.**

THE LAST STEP

- The coach of the injured athlete must get a copy of any forms that the Athletic Therapist completes related to the injured player.
- If the injury is of a catastrophic nature, the coach must contact the school Principal or Vice-Principal and the Co-ordinator or Physical and Health Education or the H.I.A.C. Convenor.
- The coach is to make no comment regarding a catastrophic injury to any member of the media until clearance from a member of senior administration of the Board of Education is given.
- The coach of the injured player must fully document (recording all details) all circumstances surrounding any injury.

STUDENT ATHLETE INFORMATION AND PERMISSION FORM

I _____ hereby acknowledge that participation in

(sport) _____

organized by the Hamilton Interscholastic Athletic Council involves risk of injury, minor or serious, including permanent disability. These types of injury may result from my own actions, the actions or inactions of others, or a combination of both.

I understand that the rules and regulations are designed for the safety and protection of participants and I hereby undertake to abide by these rules and regulations.

I also understand that certain activities require a minimum level of fitness for safe participation.

I consent to participate acknowledging all the foregoing risks.

Signature of Participant ..... **Date** .....

Signature of Parent/Guardian ..... **Date** .....

STUDENT ATHLETE INFORMATION AND PERMISSION FORM

NAME _____ PHONE _____

ADDRESS _____ DATE OF BIRTH _____

EMERGENCY CONTACTS:

1. _____
NAME RELATIONSHIP PHONE

2. _____
NAME RELATIONSHIP PHONE

ONTARIO HEALTH CARD NUMBER _____

PRINT FIRST NAME OF PARENT/GUARDIAN _____

FAMILY PHYSICIAN _____ PHONE _____

ALLERGIES: DRUG _____ FOOD _____

MEDICAL ALERT? _____

STUDENT ATHLETE INFORMATION AND PERMISSION FORM

NAME _____ PHONE _____

ADDRESS _____ DATE OF BIRTH _____

EMERGENCY CONTACTS:

1. _____
NAME RELATIONSHIP PHONE

2. _____
NAME RELATIONSHIP PHONE

ONTARIO HEALTH CARD NUMBER _____

PRINT FIRST NAME OF PARENT/GUARDIAN _____

FAMILY PHYSICIAN _____ PHONE _____

ALLERGIES: DRUG _____ FOOD _____

MEDICAL ALERT? _____

APPENDIX C

GENERAL CONDITIONING PROGRAM FOR ATHLETES

It must be understood that the very premise of participation in competitive sport is need for, among others, physical preparation. It is the objective of this section to provide athletes with general guidelines upon which to base a training program that will allow attainment of a **minimum** level of physical preparation for interscholastic sport. Athletes seeking a conditioning program that will allow them to reach beyond minimum levels of fitness for their sport should discuss conditioning needs and program type with a coach

There are three main components that comprise physical fitness: flexibility, strength, and endurance. It is critical that elements of all three are incorporated into the fitness program you choose to follow. Flexibility is achieved through stretching the muscle groups throughout the body. Proper stretching - slowly and without bouncing - will increase your flexability and aid in the warm-up part of your routine and is crucial prior to beginning any subsequent part of your fitness program. Strength training will aid in your overall performance as well as aid in preventing injuries. The endurance component, essential in almost every sport, is achieved through many forms of cardiorespratory exercise. Again, it is essential that all three of these areas are included in any program you choose.

GETTING STARTED

Working out with a buddy helps increase motivation and adherence. Also, by performing exercises in pairs, you allow each muscle group to recover in case you want to use it in a second exercise. The skeletal framework of the body functions best when the body is in balance. By working the muscles at the front of the body (the only ones you can see) you ignore the natural balance of the muscles. Eventually, when an imbalance occurs, chronic or acute injuries result.

Slow, controlled movements subject the muscles to relatively consistent stress during all phases of the movement. Quick, explosive movements are done without control or momentum and do not reflect any real gains in strength or ability. Take your time and be conscious of your alignment and technique in any workout you choose.

There are many activities from which you can choose that will be of benefit to the different body systems. You can vary activities and routines to improve overall conditioning, avoid overuse injuries and maximize the advantages each type of activity offers. The best program, however, is the one you feel most happy with. That is the one you will stick with. Try different activities and give yourself time to see if you really like it.

SAFETY CONCERNS

It is always wise to visit your doctor prior to starting any strenuous fitness program. While you may think you are physically sound, only your doctor can confirm this.

It is easy to be swayed by fellow athletes or by what you see someone else doing. You must always remember to exercise at a pace that is appropriate for you. If you are just beginning, don't expect dramatic improvements in your level of fitness immediately. Attaining a higher level of fitness takes time, patience and perseverance, but the results are worth it and will last a lifetime.

It is important to wear good footwear. There are many different types of footwear available today. Some are specific to certain activities, while others are suitable for many different activities. Any footwear you select should provide good arch support and cushioning appropriate to the activity. Choosing the right footwear will help avoid unnecessary injury.

Experiencing pain is a concern. Find out what is causing the pain and visit your doctor immediately. It isn't wise to be active through the pain, as pain is an indication that something is wrong. Also, if you experience unusual, lingering fatigue, nausea, light-headedness, sleeplessness, loss of muscle control or an increase in your resting heart rate, curtail your activities and consult your doctor.

WARM-UP

A ten to fifteen minute warm-up increases blood flow and helps prevent soreness and strains in muscles as well as sprains in ligaments and tendons. Start at the top of the body and work down. Use fluid, controlled movements which take a limb through a complete range of motion (forward, back, to the sides, and bending). When stretching, work the entire body, holding each stretch for 15 to 20 seconds. There are several stretching exercises you can include in a warm-up, some of which are diagrammed on the attached page.

STRENGH TRAINING

The type of strength training you choose and the intensity of the program you follow will require some research on your part prior to beginning. You will need to consider the type of equipment that is available to you on a consistent basis and the areas of the body that will most benefit you in your sport. Your coach will be able to assist you in these areas.

CARDIO-RESPIRATORY FITNESS

Aerobic fitness is achieved by using the large muscle groups in a rhythmical, sustained, moderately vigorous activity. Examples of weight bearing aerobic activity include running, walking, cross-country skiing, dancing, and skating. Examples of non-weight bearing aerobic activity include cycling, swimming and rowing.

There is a formula to assist you in designing a training schedule. It is abbreviated to FITT.

Frequency - depending on whether or not you are cross-training, try keeping your frequency of workouts to at least three times per week for the first eight weeks. It is important to allow the body to recuperate from activity. This does not mean that you lie down every second day. You can alternate activities and still train while avoiding overuse injuries. As you become more fit and experiment with a wide variety of activities, you will be able to select something cardio-respiratory to do every day.

Intensity - you can monitor how hard you are working using your heart rate. Start with the figure of 220 and subtract you age. Multiply that number by .65%, then .70%, .80% and .90%. You have now established a training range for yourself. Monitor your heart rate by taking your pulse at your wrist - take a 10 second count starting at 0. Multiply your heart rate by six and adjust your workout to remain in your training range. A simpler method for monitoring the intensity of your workout is to use the "talk test". If you can't talk without lots of pauses and gasps, you are going too fast.

Time - It is important to make progress slowly when increasing the length of your workout. Most injuries occur as a result of doing too much too soon. Start off with at least fifteen minutes of activity. The intensity will probably be quite low, but you can adjust both to reflect your growing fitness level and competence. There is no need to spend hours in training.

Type - this is crucial. You must train the body system that you need for your sport. A good base of cardio-respiratory fitness, strength and flexibility will prepare your body for participation in your sport. However, to excel, you will need to train specifically to reflect the unique requirements of your sport. This is where your coach can be very helpful.

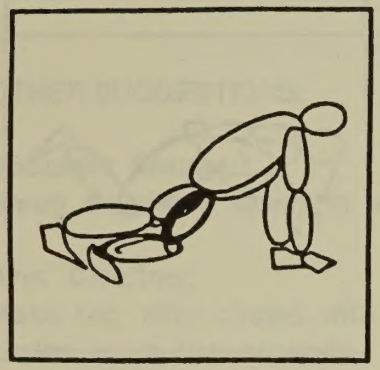
COOL DOWN

Abruptly stopping a workout can cause blood to pool in the veins, creating a sudden drop in blood pressure that may produce light-headedness or fainting. As a cool-down, try a slower and smaller version of the workout until your heart rate is below 100 beats per minute.

KEEPING TRACK OF YOUR PROGRESS

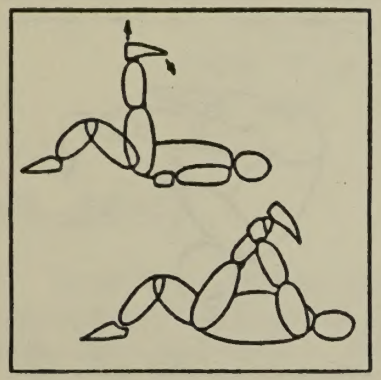
Keeping a diary of what exercises or workouts you do and the length of time spent on the various components of your program will be a real source of inspiration for you. It will also serve to show how an injury has occured if you attempt too much too early. As well, if you wish to vary your routine or request assistance from a coach, you will have a detailed diary of what you have accomplished and can provide your coach with the necessary data to alter or improve your program.

Groin Stretch:
Standing up, feet wide apart, keep toes straight ahead feet flat on the floor, bend one knee and lower to that side until a good stretch is felt in the groin; hold 5 to 15 seconds. Repeat 2 or 3 times each way.



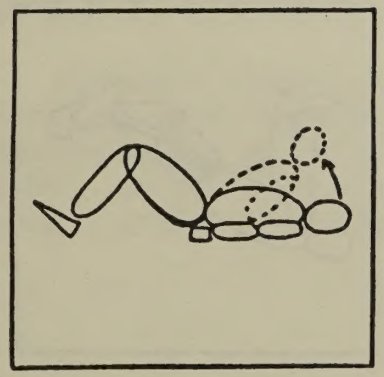
Split Stretch for Hips:
From a standing position, bend into a deep crouch, hand on the floor outside your feet and place one foot behind you as far as possible. Resting mainly on front foot and hands, ease hips forward and down toward floor to get a comfortable stretch and hold for 5 to 15 seconds.

Hamstring Stretch:
Sitting with one knee bent and out to the side, reach slowly toward toe and grasp ankle of straight leg and lower chest toward the knee, keeping your back as straight as possible. Keep your eyes looking straight ahead and not down toward your leg. Hold 5 to 15 seconds and repeat 2 or 3 times each leg.



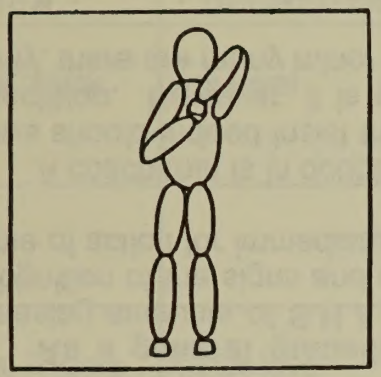
Supine Hamstring Stretch:
Lying on your back, bend one knee 90 degrees, push heel of the other leg toward the ceiling, pull toes toward your head and keep leg straight at the knee. Hold 5 to 15 seconds and alternate legs 3 times.

Progression: with your leg vertical and straight, grasp lower leg and gently pull toward your head, keeping your head on the floor.



Half Trunk Curls:
Lying on your back, knees bent 90 degrees, nothing holding your feet down, hands beside your hips or on your thighs exhale as you curl slowly and smoothly half way up to a sitting position. Hold this half sit-up position for 2 or 3 seconds, then curl back down to a lying position. Begin with 5 to 10 repetitions and progress slowly, always stopping at "pleasant fatigue" of the abdominal muscles.

Elbow and Shoulder Squeeze:
For upper back and chest muscles. In cross legged sitting position, put hands to shoulders, and keeping elbows at shoulder level, rhythmically touch elbows together infront of you and then move elbows back to sides to squeeze shoulder blades together. Keep elbows moving smoothly and breathe rhythmically with the exercise.



Shoulder Stretch:
Bring right hand to upper back from above and left hand to upper back from below and hook fingers. Pull gently to get comfortable stretch and hold for 15 seconds. Do 2 repetitions each side.

OTHER SUGGESTIONS:

Shoulder Shrugs:
Shrug shoulders slowly in a circular motion 5 to 10 times each way.

Arm Circling:
Make big, slow circles with straight arms, 5 times each way. Progress to smaller and faster circles for a few seconds.

Half Knee Bends:
Keep heels on the floor, back as straight as possible, hands on hips and rhythmically bend the knees to a maximum of half way down, then extend again. Repeat for 30 to 60 seconds.

Heel to Toe Rocking:
Hands on hips, legs straight, rock back on your heels and then extend ankle and raise up onto your toes in a rocking motion. Repeat for 15 to 30 seconds.

Knee Bend and Arm Swing:
Co-ordinate rhythmical knee bends with any kind of arm swing eg., cross-country skiing motion, arms swinging across body in front or arm-circling of any sort. Keep your back straight. Repeat for up to 60 seconds. Vary as necessary.

APPENDIX D

INJURIES REQUIRING A "RETURN TO PLAY FORM"

Acute athletic inujuries, as a result of a sudden forceable twist, overstretch, over exertion or direct trauma, will exhibit varying degrees of inflamation. This is the body's response to trauma. The signs and symptoms of inflamation are the primary indicators that are used to determine the severity of the injury.

The acronym **"S.H.A.R.P."** is used to identify five main indicators a coach can observe to assist in the determination of the severity of the injury. These indicators are:

S - swelling

H - heat

A - altered function

R - redness

P - pain

As a general guideline, minimal amounts of S.H.A.R.P. indicate a minor strain/sprain or contusion. Increasing amounts of S.H.A.R.P. indicate more tissue damage and the necessity for further medical attention. Recognition of the signs and symptoms of athletic injuries in their varying degrees will help determine the proper course of action for immediate care and follow-up treatment.

A coach that is in doubt as to the need for an athlete to complete the Return To Play Form (appendix E) that follows should indeed insist that the form be completed and returned prior to allowing the athlete into practice or competition. However, it is equally important that the coach understand that in the normal course of athletic activity, there are many minor injuries that do not require a physicians attention.

It is our hope that the guidelines outlined above and on the accompanying table will assist in your determination of how an athletic injury is to be managed.

INJURIES REQUIRING A RETURN TO PLAY FORM

AREA	DEGREE OF S.H.A.R.P.	OTHER INDICATORS	COURSE OF ACTION	RETURN TO PLAY FORM REQUIRED
head, neck, back	any level	any degree of pain, lack of mobility, tenderness dizziness, blurred vision	E.A.P. if required with immediate referral to a physician	YES
abdominal mid-section			referral to a physician	YES
arms, legs, fingers feet	minor level			NO
	medium level	tingling, numbness, "burning knife" sensation, lack of movement	immediate referral to a physician	YES
	high level	deformity, inflamation	immediate referral to hospital	YES
knees, ankles, shoulder	minor level	none	ice, rest	NO
	medium level	little range of motion, severe pain	ice, rest, refer to hospital	YES
	high level	no range of motion, extreme pain, swelling and redness	immediate transport to hospital	YES

PLEASE NOTE: If in doubt as to the need for a RETURN TO PLAY Form, insist one be completed and returned.

APPENDIX E

ATHLETE RETURN TO PLAY FORM

STUDENT _____ AGE _____ SCHOOL _____

STUDENT ADDRESS _____ PHONE _____

DATE INJURY OCCURRED _____ SPORT _____ DURING: PRACTICE ____ GAME ____

ATTENDING PHYSICIAN:

NAME OF PHYSICIAN _____ PHONE _____

INJURY DIAGNOSIS _____

_____

TREATMENT _____

UNDER WHAT CIRCUMSTANCES CAN THIS STUDENT RETURN TO PLAY: _____

_____

PHYSICIAN'S SIGNATURE _____ DATE _____

I UNDERSTAND THAT PRIOR TO RETURNING TO PLAY THE ABOVE INFORMATION MUST BE COMPLETE AND ALL CONDITIONS DESCRIBED BY THE ATTENDING PHYSICIAN MUST BE MET.

_____ _____

SIGNATURE OF PARENT/GUARDIAN DATE

SCHOOL USE ONLY

RETURN TO PLAY DATE _____ COACHE'S SIGNATURE _____

APPENDIX F

H.I.A.C. COACHES PLANNER

ATHLETE ATTENDANCE NAME	✓

DATE: _____

PRACTICE PLANS:

IDENTIFIED RISKS

1.
2.
3.
4.
5.
6.

APPENDIX G

First Aid Kit Contents
(a suggested list)*

- universal cutter - Exacto knife
- scissors
- triangular bandages
- tongue depressors
- 6" elastic wrap
- 4" elastic wrap
- Q-Tips
- 227 ml bottle Hydrogen Peroxide
- bandaids
- steri-strips
- sterile gauze pads - 3"x 3"
- gauze wrap - 2 rolls
- safety pins
- Zip Loc bags (for ice)
- adhesive tape - 11/2" - 2 rolls
- first aid cream/ointment

***NOTE: This is a suggested list. Teams may wish to add, depending on perceived needs.**

1991 12 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Hamilton Interscholastic Athletic Council Constitution Amendments

Background

The HIAC Constitution has an internal amending formula which has been used to amend this document for the past 51 years (the original HIAC Constitution was approved by the Hamilton Board of Education on February 8, 1940).

A thorough and complete Review of the Constitution was undertaken during January to May 1991. The final report of this Review Committee was forwarded to the Hamilton Secondary Schools Principals Council and the Executive of the HIAC (Heads of Physical and Health Education) in May 1991 for validation.

Process

The Review Committee was composed of the following: three secondary principals, two secondary vice-principals, four secondary department heads, the HIAC Sports Convenor and the Coordinator of Physical and Health Education who chaired the Committee. The Review Committee met eight times and continuously reported to their constituent groups and sought input at each stage of the review process. A copy of the final report of this Review Committee is available upon request.

The major recommendations from the Review Committee were incorporated into proposed amendments to the HIAC Constitution. These proposed amendments were unanimously passed at the HIAC Directorate meeting on June 12, 1991. These amendments are reflected in the attached document.

A copy of the letter of support from the Hamilton Secondary Schools Principals' Council and a brief summary of the major amendments to the constitution are included for your information.

Recommendation

That the attached document be approved as the Constitution of the Hamilton Interscholastic Athletic Council.

Prepared by: R. Chapman, Co-ordinator
Health and Physical Education

Submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

Scott Park Secondary School

OFFICE OF THE PRINCIPAL

1055 KING STREET EAST • HAMILTON ONTARIO L8M 1E2 • TELEPHONE (416) 547-2574

September 30, 1991

OCT 03 1991

Mr. D. Skidmore
Superintendent of Program
Hamilton Board of Education
100 Main Street East
Hamilton, Ontario
L8N 3L1

Dear Mr. Skidmore:

As you know the H.I.A.C. Interschool Review Committee was formed primarily on the initiative of the Hamilton Secondary School Principals' Council. The committee's intent was to review the Hamilton Interscholastic Athletic Council program in order to establish criteria that would both aid the budget review process and update current policies. The committee's final report was submitted in May, 1991.

After having HSSPC representation on that committee, and following numerous opportunities to provide input prior to their recommendations, the Hamilton Secondary School Principals' Council endorse and fully support the H.I.A.C. Review Committee report.

Yours truly,

D. Thorne
Chairman, HSSPC

cc: Mr. R. Chapman
Co-ordinator Physical & Health Education

EXECUTIVE SUMMARY OF AMENDMENTS TO THE CONSTITUTION FOR THE HAMILTON INTERSCHOLASTIC ATHLETIC COUNCIL

JUNE 1991

PAGE 2

- **MISSION STATEMENT**-THE HAMILTON INTERSCHOLASTIC ATHLETIC COUNCIL OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON PROVIDES THE OPPORTUNITY FOR TALENTED ATHLETES TO PARTICIPATE IN COMPETITIVE INTERSCHOLASTIC SPORT.

- **GOALS OF THE HIAC**-Five major goals have been identified.

PAGE 4

- **CRITERIA FOR APPROVAL OF AN HIAC SPORT/ACTIVITY**-Six criteria have been established and will be used when a sport/activity is being considered for approval.

- **FUNDING**-Three categories (related to funding only) have been established for funding of approved HIAC sports/activities. These categories are referred to as: (1) approved and funded, (2) approved and not funded, (3)probational and under review.

The funding process reflects the following philosophy:
- that our limited funding should be distributed to those sports/activities where there is a broad representation from member schools involved in the program
- approved and funded sports/activities should have adequate time before funding is removed to regain sufficient participation levels to retain funding
- approved and not funded sports/activities should show over a period of two years sufficient participation to merit funding.

PAGE 7

- **SPONSORSHIP**-It is the policy of the HIAC that commercial (non-alcohol, non-tobacco) sponsorship is appropriate for the funding of only HIAC events and HIAC programs.

PAGE 13

- **TEAM SUPERVISION**-Non-staff coaches must comply with HIAC Coaches' Accreditation Standards.

CONSTITUTION

OF THE

HAMILTON INTERSCHOLASTIC

ATHLETIC COUNCIL

Revised -- June 1991

TABLE OF CONTENTS

I MISSION STATEMENT

The Hamilton Interscholastic Athletic Council of the Board of Education for the City of Hamilton provides the opportunity for talented athletes to participate in competitive interscholastic sport.

I I GOALS OF THE HAMILTON INTERSCHOLASTIC ATHLETIC COUNCIL

- To improve the physical fitness level of each student involved in the interscholastic program
- To promote and develop the life skills of leadership and sportsmanship that enable individuals to be positive and effective team members
- To foster the individual athlete's self-confidence and self-esteem by developing a sense of personal worth, belonging and competence
- To improve the skill level of the student athlete
- To enhance and complement the total school experience for each student athlete

III MEMBERSHIP

All secondary schools under the jurisdiction of the Board of Education for the City of Hamilton.

I V THE DIRECTORATE

The directorate shall consist of the Chairpersons and Past-Chairperson of the Executive Committees, or their Executive designates, two secondary Principals, the Coordinator of Physical and Health Education (who shall be the Chairperson), the Sports Convenor and the H.I.A.C. representative to O.F.S.A.A. (who shall be non-voting members).

Duties:

(a) To set policy.
(b) To hear presentations and rule on appeals not covered by the By-Laws and those referred by the Executive Committees.
(c) To liaise with the Associate Director of Education.
(d) To represent the Association on the Golden Horseshoe Athletic Conference Council.
(e) To act on interschool programs/budget modifications.
(f) To receive and act on proposed amendments to the Constitution.

V THE EXECUTIVE COMMITTEES

There shall be two Executive Committees, one for women and one for men.

The Executives shall consist of the Heads of Physical and Health Education. The Coordinator of the Physical and Health Education Department shall be non-voting, ex officio members of the Executives.

Each Executive shall annually elect a Vice-Chairperson who shall be Chairperson and Past-Chairperson in the succeeding two years. This position shall rotate among the Heads on an equitable basis. Combined meetings shall be chaired alternately.

Duties:

(a) To administer the policies of the Association.
(b) To liaise with the Directorate and the Sports Committee Chairpersons.
(c) To deal with appeals related to By-Laws.
(d) To present recommendations for program/budget modifications to the Directorate.
(e) To develop and review the H.I.A.C. accreditation standards for coaches. (Appendix E)

The Sports Convenor shall act as Secretary-Treasurer.

VI QUORUM

For meetings of the Executive Committees, a quorum shall consist of at least 50% of the members. For meetings of the Directorate, a quorum shall consist of 100% of the voting members of their designates.

VII CRITERIA FOR APPROVING AN H.I.A.C. SPORT/ACTIVITY

The following criteria will be used when a sport/activity is being considered for approval:

- the sport/activity must meet all the goals of the H.I.A.C.
- the cost per participant must fall within reasonable limits compared to the cost per participant of other sports
- the health and safety of all participants
- the availability of coaches with appropriate expertise
- the availability of appropriate facilities
- the participation of a minimum number of schools

VIII FUNDING CLASSIFICATIONS FOR AN APPROVED H.I.A.C. SPORT/ACTIVITY

There are three categories of approved H.I.A.C. sports/activities:

- **APPROVED AND FUNDED** - these sports/activities that fit the criteria previously established

  an approved-funded sport can expect funding to include the following:

  - the cost of officials for games scheduled by the Athletic Office
  - rental charges for practice/game facilities as required by the sport and scheduled by the Athletic Office
  - H.I.A.C. awards
  - entry fees for G.H.A.C. and O.F.S.A.A. events

- **APPROVED AND NOT FUNDED** - these sports are either new and in the process of establishing minimum levels of participation, or sports that have previously moved from the approved-funded list through the probation and review list because they have dropped below the minimum required levels of participation

- **PROBATIONAL AND UNDER REVIEW** -these sports are under review for the purpose of moving to the approved-funded list or to the approved-non-funded list

A sport can be placed on the probation and review list in one of two ways: predictive and actual.

- should the H.I.A.C. Convenor, in consultation with the Sport Chairperson, include in his annual report at the June meeting, a prediction that participation levels will fall below the minimum required rate of participation, the sport will be placed on the probation and review list for the upcoming season

- should a sport complete a season below the minimum required level of participation, the H.I.A.C. Convenor will indicate at the June meeting that the sport is to be placed on the probation and review list for the upcoming season

Should the sport fail to meet the minimum level of participation after spending one year on the probation and review list , it would automatically be placed on the approved non-funded list.

A sport shall remain on the approved non-funded list for at least one season or until participation levels are sufficient to warrant a request to the H.I.A.C. Executive to have the sport returned to the approved-funded list. This would require the sport to be placed on the probation and review list for a season to prove there is sufficient interest, after which it can be placed on the approved-funded list or returned to the approved-non-funded list.

A sport that has been on the approved-funded list and is placed for the upcoming season on the probation and review list will continue to be funded. A sport that is new or attempting to

return to the approved -funded list from the approved-non-funded list will be placed on the probation and review list (at the discretion of the H.I.A.C. Executive) but will not be funded.

There are two categories on the probation and review list in which a sport will be placed.

Category A - designates sports that will be funded

Category B - designates sports that will be non-funded.

For further explanation, please refer to the flow chart included as Appendix A.

IX MINIMUM REQUIRED RATE OF PARTICIPATION

a) TEAM SPORTS: participation in the sport by at least 50% of H.I.A.C. members. To be considered a school team, students must practice as a school team.

b) INDIVIDUAL SPORTS: according to the table below.

SPORT	MINIMUM NO.	COMMENTS
Alpine Skiing	6	min/comp/school
Badminton	6	min/comp/school
Golf	5	min/comp/school
Gymnastics	6	min/comp/school
Harrier	6	min/comp/school
Nordic Skiing	6	min/comp/school
Tennis	6	min/comp/school
Track/Field	12	min/comp/school
Swimming	6	min/comp/school
Wrestling	6	min/comp/school

The number of competitors listed above is the minimum required rate of participation in each school. For a sport to remain on the Approved-Funded list, there must be participation by at least 50% of H.I.A.C. member schools with this minimum level of participation at each school.

X SPONSORSHIP

It is the policy of the H.I.A.C. that commercial (non-alcohol/non-tobacco) sponsorship is appropriate for the funding of only H.I.A.C. events and H.I.A.C. programs.

XI SPORTS COMMITTEES

Sports Committees shall consist of all coaches of the sport concerned. Each committee shall have a Chairperson. The Chairperson need not be an active coach. Voting shall be one per school. (In co-educational sports - two votes per school.)

The H.I.A.C. Convenor will be assisted by the Sport Chairperson from each sport, whose role is defined in Appendix B.

Duties of the Sports Committees:

(a) To conduct the sport within the policies of the Association and in conjunction with the Sports Convenor and Assistant Sports Convenor.

(b) To make recommendations concerning the sport to the Executive Committees.

XII AMENDMENTS

(a) Amendments to the H.I.A.C. Constitution may be proposed by:
- (i) The Sports Committees.
- (ii) The Executive Committees.
- (iii) The Directorate.
- (iv) The Hamilton Secondary School Principals' Association.
- (v) The Associate Director of Education.

(b) The Directorate, through its Chairperson, shall announce a date to vote on proposed amendments.

(c) Proposed amendments must be in the hands of each member of the Directorate four weeks before the day of the vote to allow discussion by Directorate members within the groups they represent.

(d) Representatives to the Directorate are to be directed by and vote according to their respective groups.

(e) For constitutional amendments, all voting members of the Directorate or their designates must be present. An amendment must receive a 2/3 majority to be approved at the Directorate level and a simple majority at the Executive Committee level.

XIII G.H.A.C. CONFERENCE AGREEMENT

The Board of Education for the City of Hamilton recognizes the articles of the Golden Horseshoe Athletic Conference Agreement as outlined in Appendix G.

Following approval of the Board of Education, amendments to the Conference Agreement become effective on a date fixed by the Golden Horseshoe Athletic Conference Council.

BY-LAWS

I ELIGIBILITY

(a) Age - GIRLS:

For all sports except Gymnastics, the age shall be: (Note: Maximum age is as for Senior.)

(i) Senior - under 20 as of 00 01 hours - September 1 of the school year (i.e. shall not have reached the 20th birthday prior to one (1) minute past midnight on August 31 of that school year).

(ii) Junior - For 1991-92, students born in 1976 or later.
For 1992-93, students born in 1977 or later.

(iii) Midget - For 1991-92, students born in 1977 or later.
For 1992-93, students born in 1978 or later.

(b) Age - CO-EDUCATIONAL:

TRACK AND FIELD (INDOOR AND OUTDOOR) AND CROSS-COUNTRY:

A competitor may only compete in one age classification in any one meet except that he/she may compete in a higher age class (but not both) relay.

(i) Senior - Under 20 (as above).
(ii) Junior - Under 17 (as above).
(iii) Midget - Under 15 (as above).

ALL OTHER COEDUCATIONAL SPORTS:

(i) Senior - Under 20 (as above).
(ii) Junior - Under 16 (as above).
(iii) Midget - Under 15 (as above).

(c) **Age - BOYS:**

For all sports the age shall be: (NOTE: Maximum age is as for Senior.)

(i) Senior - Under 20 as of 00 01 hours - September 1 of that school year (i.e. shall not have reached the 20th birthday prior to one (1) minute past midnight on August 31 of that school year).

(ii) Junior - For 1991-92, students born in 1976 or later. For 1992-93, students born in 1977 or later.

(iii) Midget - For 1991-92, students born in 1977 or later. For 1992-93, students born in 1978 or later.

NOTE: Except as noted below, a school wishing to use a Junior in Senior competition must declare this on the Senior team list prior to the first "league" competition in either age group for that competitor. Once declared, the student must remain Senior in that sport for that season.

NOTE: For Boys' Soccer, a Junior player may play a maximum of three games at the Senior level within the first three games of his team's schedule and still maintain his Junior eligibility.

EXCEPTION: For Senior Football, the competitor must be at least 15 years old, a letter of permission signed by the parent and the Principal must be on file with the Sports Convenor prior to the first game.

The student's age shall be accepted as shown on the O.S.R. card. Where further proof is required, the Sports Convenor may demand a Birth Certificate or other suitable document.

(b) Educational Qualifications:

All bona fide students who meet the qualifications below are eligible to represent their school in athletic competition.

The Principal may withdraw or suspend the eligibility of any student in the school concerned.

(c) Course Registration Qualifications:

A student must be registered as follows:

(i) A student must be a full-time student according to the Ministry of Education guidelines.
(i.e. registered in two day school courses in a semester - - Hamilton exception- the two courses may occur in any sequence during the day.)

(ii) Alternate Education: A student registered at a alternative education school may participate in an H.I.A.C. sport at the composite secondary school previously attended.

(iii) Vocational School: A student registered at a vocational secondary school may participate in an H.I.A.C. sport at the composite secondary school in the area where he/she lives if that sport is not offered within the vocational league structure and has the approval of the sending and receiving Principals.

(iv) A student who registers in and attends a post-secondary school is ineligible for athletic competition in the sport in which he/she practised or played at the post-secondary school (on an interscholastic level).

(d) Transfer Qualifications:

For all sports the **H.I.A.C.** Transfer Rule **1991 will apply** (Appendix D).

EXCEPTION: A student transferring from the Hamilton-Wentworth Separate System to the Hamilton Public System shall be eligible if he/she attends the public school in the area in which his/her parents reside.

NOTE: Notwithstanding the above, a student may not play the same sport for more than one school in the same playing season.

(e) Practice and Competition Limitations:

Practice and competition is prohibited:

(i) During the summer holidays.

(ii) On school observed religious holidays (Sunday, etc.).

(iii) At the discretion of the Principals during scheduled

evaluations.

NOTE: (i) A practice is defined as an activity session specific to the sport concerned at which team members and any member of the coaching staff are present.

(ii) Schools wishing to take part in Sunday athletic competition convened by non-member organizations must apply to the school Principal for special permission.

(f) Limitation of Participation:

(i) A student may not practise with or play for a non-school Football team (Ontario Junior) during the schedule and play-offs for his school team.

(ii) A student may not play on or practice with a non-school hockey team that travels outside of the region of Hamilton-Wentworth to complete it's schedule after the first regularly scheduled H.I.A.C. hockey game.

(iii) Teams must be aware of and comply with additional O.F.S.A.A. limitations.

(g) Ineligible Competitors:

An ineligible student shall not represent the school in any competition.

II Penalties

A team (or individual formally accused of, or admitting to, violating any of the preceding eligibility requirements shall compete "on temporary probation" while an investigation takes place.

The Directorate may:

(i) Impose suspension for up to one year or, in the case of an individual, for the remainder of his/her years in secondary school.

(ii) Place the team (or individual) on "Probation A or B":
- Probation A - Ineligible for "play-off" or championship.
- Probation B - Team may not earn additional league points.

(iii) Remove league points already earned.
(iv) Reprimand the coach.
(v) Apply such other penalties as it deems appropriate.
(vi) Reinstate the team.

III Appeals

Appeals must be made to the Secretary of the Executive Committee concerned within 24 hours (school days) of the incident.

All appeals must be in writing and signed by the Principal. The appeal must include the following:

- date;
- event;
- time;
- players involved;
- officials;
- opposing team;
- incident;
- request for specific action.

IV Articles of Administration

(a) Team Supervision:

Coaches or managers from the school concerned are in direct charge of school teams and responsible for the conduct of the competitors and students associated with the team.

Non-staff coaches must comply with H.I.A.C. Coaches' Accreditation Standards. See Appendix E.

For trips involving water-related activities, the Board of Education School Trip Policy must be followed.

IV (b) Medical Requirements:

Medical requirements must comply with the policy of the Board of Education for the City of Hamilton which requires form HBE 2701 to be signed and on file in the Physical and Health Education Office in the school.

(c) Special Equipment Requirements or Restrictions:

(i) Eye Glasses:

(a) For Football - only hardened lens, flexible (non-metal) frame safety glasses shall be permitted.

(b) For Basketball and Hockey - only hardened lens safety glasses shall be permitted.

(c) Contact lenses are permitted. It is strongly recommended that eye guards be worn with hard or gas-permeable contact lenses.

(ii) Helmets:

Helmets with face masks (C.S.A.) approved for Hockey) are required for Football, Ice Hockey and helmets only for Alpine Skiing. Internal mouth guards are required for Football and strongly recommended for Hockey goalies and all Field Hockey players.

(iii) Casts:

Casts may not be worn in contact sports - Soccer, Football, Hockey, Basketball, Waterpolo and Wrestling.

(d) Midget Team Sports:

Except for Track and Field and Harrier (Cross-Country), there shall not be any structured or organized leagues. Schools with midget teams may arrange exhibition games. Late season exhibition tournaments may be arranged by interested coaches.

(e) Competitor Lists:

A list signed by the Principals showing the competitor's date of birth, age and check marks for other eligibility requirements shall be on file in the Principals office prior to the first league competition.

(f) Competitor Disqualifications: (In all H.I.A.C. competition.)

(i) A competitor who receives a game disqualification penalty (other than by the accumulation of minor penalties) will automatically receive an additional game/match suspension which must be served

during his/her team's next regularly scheduled game. The incident will be reported in writing to the Sports Convenor on a form provided. If the Sports Convenor, in consultation with the Sport Chairperson or the Co-ordinator of Physical and Health Education, feels the offence warrants further action, the appropriate Executive Chairperson shall be notified and the competitor will be suspended until the case is reviewed by the appropriate Executive Committee. A second such disqualification within a twelve month period will result in automatic suspension from all H.I.A.C. activities for twelve months commencing with the date of the game in which the second disqualification occured. All such suspensions will be subject to automatic review by the Executive concerned.

(ii) A competitor who receives a suspension at a point in the season where he/she is unable to serve the suspension shall be immediately suspended from all H.I.A.C. activities until reinstated by the Executive concerned.

(iii) A competitor who engages in a physical fight in any sport during competition shall be ejected from the competition and be reported as above (item i) and automatically receive an additional game suspension:

NOTE: In Hockey, "spearing" and "butt-ending" constitute a three game suspension. Players ejected for fighting will automatically receive a three (3) game suspension.

(iv) (a) A competitor who joins a fight in progress or leaves the players' bench or penalty bench area to engage in a fight, shall be ejected from the game, reported as above (item i) and receive an additional three (3) game suspension.

(b) A team(s) involved in fighting where players leave their bench and game is ended by the referee shall be suspended from all future games until the incident is reviewed by the appropriate Executive.

(c) Coaches ejected from a game shall be reported in writing to the Sports Convenor on the form provided. Notification will then be forwarded to the Principal of the school concerned. Unless a teacher, administrator or accredited non-staff coach from the same school is available to continue coaching the team, the game will be stopped and forfeited to the non-offending team.

(v) A competitor who engages in a fight in connection with, but not during, a competition shall be suspended from all H.I.A.C. activity until the Executive concerned reviews the case.

(vi) A competitor who abuses or becomes involved in an altercation with an official shall be automatically suspended until the case can be reviewed by the Executive concerned.

(vii) A competitor will be ejected from a game for swearing or other verbal abuse directed at an official.

(g) <u>Scouting and Filming:</u>

(i) Scouting of other team practices is prohibited.
(ii) Films may only be taken of competitions in which the school concerned is involved.

(h) <u>TIES: Men's Division:</u>

(i) Tied team in league standing for play-offs shall be ranked by league points between the teams concerned. If the tie still remains, game points (score for and against) between the teams concerned shall be used. If the tie still remains, a coin toss shall be used.

(ii) If two or more teams are tied for the last play-off position, tie breaker game(s) shall be arranged if time and facilities permit. If time does not permit, the method in (i) above shall be used.

Womens' Division: (NO TEAM WILL BE ELIMINATED FROM PLAY-OFFS BY A COIN TOSS)

(i) 2-WAY TIE FOR ANY PLAY-OFF POSITION EXCEPT THE LAST:
- higher standing to that team which defeated the other during league play;
- if this is impossible, toss a coin to decided position.

(ii) 2-WAY TIE FOR LAST PLAY-OFF POSITION:
- higher standing to that team which defeated the other during league play;
- if this is impossible, a tie breaker game will be played.

iii) 3-WAY TIE FOR ANY PLAY-OFF POSITION EXCEPT SECOND TO LAST AND LAST:
- higher standing to that team which defeated the others during league play;
- if this is impossible, then toss a coin to decide positions.

(iv) 3-WAY TIE FOR SECOND TO LAST PLAY-OFF POSITION:
- higher standing to that team which defeated the others during league play;
- if this is impossible, then toss a coin for second to last play-off position and the other two teams play a tie breaker game for last play-off position.

(v) 3-WAY TIE FOR LAST PLAY-OFF POSITION (ALL SPORTS EXCEPT VOLLEYBALL):
- higher standing to that team which defeated the others during league play;
- if this is impossible, the last play-off position will be dropped and the 1st place team listed to play this team will receive a "bye".

(vi) 3-WAY TIE FOR LAST PLAY-OFF POSITION (VOLLEYBALL ONLY):

- higher standing to that team which defeated the others during league play;
- if this is impossible, a series of games to break the tie will be played (on the Tie Breaker night and set up by the Convenor).

(i) **Uniforms and Play-off Venues**:

Each school has been assigned a dominant and a contrasting colour for interscholastic uniforms, as outlined in Appendix F. As such, each team is required to maintain its dominant colour for all H.I.A.C. activities. Should a team wearing a contrasting colour conflict with another school's dominant colour, the "offending" school must provide an alternative colour for that game

Unless play-off venues have been pre-selected by the Executive concerned, the following procedure shall apply:

(i) Divisional and Cross-Divisional: The higher ranked team shall have the home venue and the choice of uniforms.

(ii) In the event that the higher ranked team is unable to use their school, the school of the lower ranked team shall be used and the higher ranked team shall have the choice of uniforms.

(iii) Finals shall be at a pre-arranged venue.

(j) **Awards**:

(i) The number of ribbons or medallions supplied will be as outlined in Appendix G.
Additional H.I.A.C. medals and ribbons may be purchased by the school concerned.

(ii) The criteria for accepted donated trophies is that the trophy be engraved as follows:
"The Hamilton Interscholastic Athletic Council (sport) Trophy.
Donated by _____.
In memory of _____ (if a memorial trophy)."

(iii) Presentation procedure shall be the responsibility of the Athletic Office.

(k) Finances:

(i) Gate receipts from home venue league competition shall be retained by the school.

(ii) Profits from tickets sold at non-Board facilities shall be retained by the H.I.A.C.

(iii) 50% of all ticket proceeds sold at schools for games at non- Board facilities shall be returned to the H.I.A.C..

(iv) When an H.I.A.C. championship event is hosted by a member school, that school shall return 50% of gate receipts to the H.I.A.C.

(v) The Athletic Office will attempt to provide reimbursement for any portion of travel costs not borne by O.F.S.A.A. for teams travelling to O.F.S.A.A. competition. Reimbursement will only be considered upon submission of appropriate receipts to the Sports Convenor. Criteria for reimbursement will be established by the Executive Committees.

V Policy For Schedules

(a) General:

(i) Schedules shall be prepared by the Sports Convenor or the Assistant Sports Convenor in consultation with the Sports Chairperson concerned.

(ii) Where experience indicates a consistent entry, schedules will be prepared well in advance of the season based on a commitment of entry, home facilities and dates.

(iii) Where experience and/or information indicate the entry is uncertain, schedules will be prepared after the first week of practices.

(iv) In all cases, a closing date for entries will be published by the Sports Convenor. Late entries will not be accepted. "Drop-outs" will result in "Byes".

NOTE: Mid-season "drop-outs" -- points earned in complete rounds will be retained -- those for partial rounds will be dropped.

(v) In the event of an emergency, competition between two schools may be re-scheduled by mutual consent subject to availability of facilities, referees and the approval of the Sports Convenor. It will be the responsibility of the school desiring the change to contact the other school concerned and the officials regarding the change and then to notify the Sports Convenor of the change.

In special circumstances such as school closure, "snow days", withdrawal of facilities or referees or the legitimate inability of one team to compete, the Sports Convenor shall, subject to the approval of the Coordinator of Physical and Health Education or the Associate Director of Education, have the power to re-schedule a contest.

(b) <u>Starting Times:</u>

(i) In or on Board owned facilities -- at the earliest, fifteen minutes after the regular dismissal time of the host school.

NOTE: Recreation Department program starting times maybe delayed by advance request to the Board Rentals Clerk.

(ii) In or on non-Board owned facilities -- as in (i) above but may be advanced by the <u>minimum</u> time needed to both complete the contest <u>and</u> comply with the curfew imposed by the facility owner or dictated by darkness in the case of outdoor competition (the latter will also apply to Board owned outdoor facilities).

(iii) Competitions on Professional Activity Day and semester "turn around" days will not start before 4:00 p.m..

(iv) Play-offs, championship meets and tournaments will be scheduled in such a manner that minimum time off school is required to compete.

(c) <u>Play-off Schedules:</u>

(i) Playoff format for each sport will be determined by the sport committee concerned and subject to approval of the Athletic Office and the appropriate Executive committee.

(ii) Unless a playoff round is established on the basis of a round robin format, all games will be "one game sudden death".

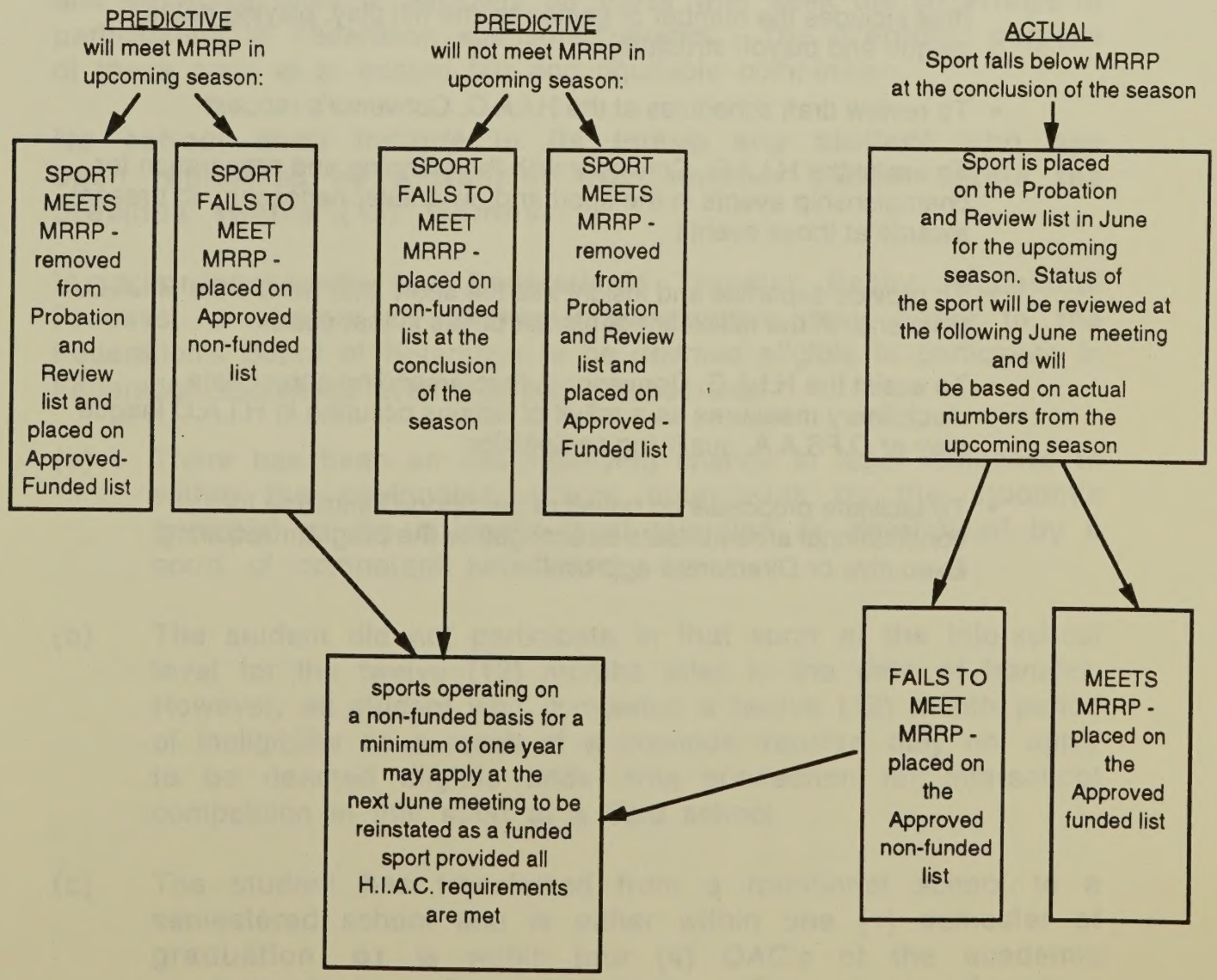
APPENDIX A

H.I.A.C. FUNDING PROCESS

At the June meeting, the Sports Convenor will report to the Executive the status of all sports with respect to the minimum required rate of participation (MRRP). A sport that has, in the previous season, fallen below the minimum required rate of participation (based on ACTUAL numbers), or is PREDICTED to fall below the minimum required rate of participation in the upcoming season, will be placed on the Probation and Review (P&R) list in one of two categories:

- Category A for sports that have fallen below the minimum required rate of participation. Sports in this category will continue to receive funding.
- Category B will be sports seeking to be placed on the Approved-Funded list. Sports this category will <u>not</u> receive funding.

At the <u>next</u> June Executive meeting, the actual rate of participation will be used to determine the status of the sport The decision making process would be as follows:



APPENDIX "B"

SPORT CHAIRPERSON - POSITION DESCRIPTION

Henceforth, the position of Sports Convenor will be referred to as the H.I.A.C. Convenor. The H.I.A.C. Convenor will be assisted by Sport Chairpersons, whose roles are consultative in nature with the intent being to aid the H.I.A.C. Convenor in the fulfilling of his/her duties and facilitating the needs of the Sports Committee in each H.I.A.C. sport.

In this context, the duties of the Sports Chairperson are defined as follows:

- To chair all meetings of their Sport Committee
- To assist the H.I.A.C. Convenor, in conjunction with the Sport Committee, establish the framework within which a sport will operate (this includes the number of games teams will play, playing dates, league and playoff structure)
- To review draft schedules at the H.I.A.C. Convenor's request
- To assist the H.I.A.C. Convenor with the planning and preparation for championship events in the sport and, whenever necessary, to present awards at those events
- To provide expertise and insight into the sport that will aid the H.I.A.C. Convenor in the fulfillment of his/her duties in that sport
- To assist the H.I.A.C. Convenor in recommending appropriate disciplinary measures as a result of actions occuring in H.I.A.C league play or O.FS.A.A. qualifying competition
- To facilitate proposals on behalf of the Sport Committee for constitutional amendments or changes to the program requiring Executive or Directorate approval

APPENDIX "C"

O.F.S.A.A. TRANSFER POLICY

PLEASE NOTE: The Transfer Policy is updated at the provincial level on a regular basis. The details of the policy outlined below are correct and up to date at the time of printing (Juen 1991). It is strongly recommended to coaches and students that upon reading the details of the policy below, contact be made with the Athletic Office to receive any updated versions of the policy.

The Federation recognizes the right of all students to choose which school they attend and which subjects they study. The Federation, however, is charged with the responsibility of drafting, implementing and enforcing rules of eligibility for those who seek the **privilege** of participating in Federation sponsored events. The overriding purpose of these rules is to ensure fair and equitable competition.

No school shall include in its lineup any student who has been registered as a transfer from another school within the previous twelve (12) months.

In accordance with the Federation's Transfer Policy Procedural Process, a student or his/her representative may apply to the Federation's Board of Reference to be deemed eligible to participate in Federation sponsored events on the grounds that:

(a) There has been an accompanying change in legal residence to within the designated school boundaries by the student's parent(s) or the student's legal guardian as determined by a court of competent jurisdiction;

(b) The student did not participate in that sport at the interschool level for the twelve (12) months prior to the date of transfer. However, as student who completes a twelve (12) month period of ineligibility as a result of a previous transfer, may not apply to be deemed eligible under this subsection for interschool competition in that sport at a third school.

(c) The student has transferred from a traditional school to a semestered school and is either within one (1) semester of graduation **or** is within four (4) OAC's of the academic requirements for university admission. The purpose of such a

transfer must be to complete high school education in one semester. Such a student is eligible for that semester only and will be ineligible for twelve (12) months after the conclusion of that semester. Students who claim to be eligible under this subsection must have transferred to the school nearest to his/her parent's(s') or legal guardian's residence which offers the subjects he/she seeks.

(d) The student **has been placed** in a school by an IPRC (Identification, Placement and Review Committee) decision. The Federation's Board of Reference shall require and receive a letter from the principal of the school from which the student has transferred, stating the reason for the placement of the student by IPRC.

(e) The student's case is an exceptional one. In the event that a student should apply under this subsection, the Federation's Board of Reference shall require and receive letters from the principal of the school at which the student is enrolled at the time of the application, and the principal of the school from which the student transferred, stating the exceptional nature of the student's case. Under this subsection, the Federation's Board of Reference may consider a student's case to be exceptional on the basis of transfer for academic reasons or goals. In all cases the Board of Reference will consider the proximity of the receiving school to the residence of the student's parents or legal guardians.

NOTES:

1. Once a student has changed schools he/she is considered a transfer student and even if he/she returns to a school, he/she must comply with the Transfer Policy.

2. A student attending a school as a result of the closure of his/her former school is **not** considered a transfer student.

3. Students transferring for the purpose of upgrading may apply under section (e) only.

3. Notwithstanding any of the above, no student may play the same sport for more than one school in the same League or Municipality in the same school year.

The Federation's Board of Reference shall, in its sole and exclusive discretion and authority consider such application and rule the student eligible or ineligible.

APPENDIX "D"

POLICY REGARDING COACHING IN-SERVICE & CERTIFICATION IN HIAC ATHLETICS

HIAC COACHES ORIENTATION

A FOUR HOUR SESSION WHICH FOCUSES ON THE GOALS OF INTERSCHOLASTIC SPORT, EXPECTATIONS OF COACHES AND PLAYERS IN INTERSCHOOL SPORT, POLICIES OF THE HIAC AND RISK MANAGEMENT IN HIAC ATHLETICS.

WILL BE OFFERED IN 1991-92 AT THE FOLLOWING TIMES: (1) DURING 1ST WEEK OF SEPTEMBER, (2) DURING 1ST WEEK OF DECEMBER, (3) DURING 1ST WEEK OF MARCH.

FOR SCHOOL YEAR 1991-92

NON-STAFF COACHES -(1) COMPULSORY ATTENDANCE AT AN HIAC COACHES ORIENTATION SESSION BEFORE THE COMMENCEMENT OF COACHING DUTIES AT ANY HIAC REGULARLY SCHEDULED COMPETITION, (2) RECOMMENDED THAT COACHES HOLD NCCP-LEVEL 1 (THEORY AND TECHNICAL IN APPROPRIATE SPORT)

NEW STAFF COACHES-COMPULSORY ATTENDANCE AT AN HIAC COACHES ORIENTATION SESSION BEFORE THE COMMENCEMENT OF COACHING DUTIES AT ANY HIAC REGULARLY SCHEDULED COMPETITION.

STAFF MEMBERS WHO ARE NEW TO COACHING IN HIAC ATHLETICS-COMPULSORY ATTENDANCE AT AN HIAC COACHES ORIENTATION SESSION BEFORE THE COMMENCEMENT OF COACHING DUTIES AT ANY HIAC REGULARLY SCHEDULED COMPETITION.

RETURNING STAFF COACHES-RECOMMENDED ATTENDANCE AT AN HIAC COACHES ORIENTATION SESSION BEFORE THE COMMENCEMENT OF COACHING DUTIES AT ANY HIAC REGULARLY SCHEDULED COMPETITION

FOR SCHOOL YEAR 1992-93

FOR NON-STAFF COACHES THE LEVEL 1 NCCP QUALIFICATION WILL BECOME COMPULSORY.

APPENDIX "E"

1. Each school has been assigned its dominant colour whenever possible. This colour will be referred to as the designated colour. Any other colour belonging to your school will be referred to as the contrasting colour(s).

School	Designated Colour	Contrasting Colour
Barton	Navy Blue	Kelly Green
Delta	Red	White
George P. Vanier	White	Blue, Gold
Glendale	Orange	Black
Hill Park	Black	Red, White
Scott Park	Maroon	White
Sherwood	Kelly Green	White
Sir Allan MacNab	Royal Blue	Orange, White
Sir John A. Macdonald	Gold	Royal Blue
Sir Winston Churchill	Grey	Cardinal Red
Westdale	Forest Green	Gold
Westmount	Powder Blue	Navy Blue, White

2. Each school is required to maintain its designated colour for team sports. Should a team wearing a contrasting colour conflict with another school's designated colour, the "offending" school must provide an alternative colour for that game.

3. For each game, a home team and a visiting team will be defined.

4. Should two teams meet whose designated colours are too closely matched, the home team will wear a contrasting colour for that game.

5. If both teams fail to wear uniforms in their designated colour and these uniforms are too closely matched for competition, the home team will wear a contrasting colour for that game.

6. It is recommended that for emergency purposes, each school maintain a set of numbered "jerseys" (pinnies, markers, meshover tops) in a contrasting colour.

7. The officials must waive the rules defining correct colour and numbers should these "emergency" jerseys be used.

8. Were conflict is anticipated (eg. Westdale, Sherwood) it is recommended that the Department Head contact the opposing school to assure that any possible conflict will be avoided.

APPENDIX "F"

HAMILTON INTERSCHOLASTIC ATHLETIC COUNCIL -- AWARDS		NUMBER OF MEDALS
ALPINE SKIING:	BOYS: Giant Slalom, Slalom, Combined (3) GIRLS: Giant Slalom, Slalom, Combined (3)	6
BADMINTON: SENIOR AND JUNIOR	EVENTS: BOYS' AND GIRLS' SINGLES - 1 EACH Boys', Girls' and Mixed Doubles - 2 each	16
BASEBALL:		15
BASKETBALL: SENIOR AND JUNIOR	BOYS: Team (15) GIRLS: Team (15)	60
CROSS-COUNTRY RUNNING:	Boys' and Girls' Midget, Junior and Senior - 1 each (total of 6) TEAM: 5 per team (total of 30)	36 36
FIELD HOCKEY:	GIRLS: Team (18)	18
FOOTBALL: SENIOR (Divisions I II and III)AND JUNIOR	BOYS: Team (40)	160
GYMNASTICS:	GIRLS: Levels 1 to 6 (4 events each) (total of 24) Elite (All Round only) (1)	25
ICE HOCKEY:	BOYS: Team (25) GIRLS: Team (25)	50
NORDIC SKIING:	INDIVIDUAL: Boys' and Girls' Junior and Senior (total of 4) RELAY: Boys' and Girls' Junior and Senior - 3 per team (team of 12)	16
SOCCER:	BOYS: Team (20) GIRLS: Team (20)	40
SWIMMING:	Individual (47)	47
TOUCH FOOTBALL:	Team (18)	18
TRACK AND FIELD:	BOYS: Midget, Junior, Senior, Open (60) GIRLS: Midget, Junior, Senior, Open (53)	120
VOLLEYBALL: SENIOR AND JUNIOR	BOYS: Team (14) GIRLS: Team (14)	56
WATERPOLO:	BOYS: SENIOR AND JUNIOR - Team (14) GIRLS: One team only (14)	42

APPENDIX "G"

[Revised June 1991]

CONFERENCE AGREEMENT

I. NAME

Golden Horseshoe Athletic Conference (G.H.A.C.) -- established in September 1986.

II. MEMBERSHIP

The Hamilton Interscholastic Athletic Council representing the schools under the jurisdiction of the Hamilton Board of Education, the Hamilton-Wentworth Catholic Athletic Association and the Halton Secondary School Athletic Association representing the schools under the jurisdiction of the Halton Board of Education and the Halton Roman Catholic Separate School Board.

NOTE: Provision will be made to allow competition and O.F.S.A.A. selection opportunities for independent secondary schools provided they belong to one of the member Associations.

III REPRESENTATION

(a) The formal body of the member Associations will be known as the G.H.A.C. Council and will consist of twelve (12) representatives -- four (4) from each of the member Associations which will act as a co-ordinating body.

(b) There will be a position of President which will be filled from among the three associations on an annual rotating basis. The President will chair all meetings of the council, provide a recording secretary, order G.H.A.C. awards and prepare the agenda for each Council meeting.

(c) O.F.S.A.A. representation on the Committee for Boys' Activities, the Committee for Girls' Activities and the Headmasters' group will be determined by the G.H.A.C. Council with each member association being represented.

(d) The Council will meet as required.

IV PURPOSE OF THE CONFERENCE

(a) To provide a forum for the exchange of ideas.
(b) To conduct competition for the selection of G.H.A.C. representative to O.F.S.A.A. regional eliminations and/or championships.
(c) To host O.F.S.A.A. championships awarded to the G.H.A.C.
(d) To provide representatives to the O.F.S.A.A. Legislative Council, Board of Directors and Standing Committees.
(e) To conduct other tournaments, competitions and clinics sanctioned by the G.H.A.C. Council.

V. COMPETITIVE STRUCTURE

(a) For all O.F.S.A.A. qualifying competition refer to Appendix "I".
(b) In cases of tournament play, the draw will be by lot for the first round with the proviso that the H.I.A.C. team may not play the H.W.C.A.A. team.
(c) For O.F.S.A.A. qualifying competition, O.F.S.A.A. rules will apply with the exception of Wrestling (see Appendix "II").
(d) When any one of the Associations has less than three (3) teams in any sport, that Association's team(s) will compete in the full schedule and play-off structure of the member Association of their choice to determine the G.H.A.C. representative to O.F.S.A.A. the request shall be made prior to the pre-season coaches' meeting of that member Association.
(e) A Board of Appeal will rule on all protests arising from G.H.A.C. competition. Members will be named by the G.H.A.C. Council with one representative from each Association to serve for the school year.
(f) UNIFORMS: The host area (Halton or Hamilton) will be responsible for changing uniforms if there is a colour conflict.

VI. AWARDS

a) Gold medals will be provided to each member of a championship team and individual winners of championship events. Silver medals will be awarded to members of the runner-up team in the G.H.A.C. final.

b) the number of awards presented will be as outlined in Appendix "III".

VII. FINANCING

(a) O.F.S.A.A. championship entry fees shall be the responsibility of the representative's school or local Associations.

(b) The G.H.A.C. Council shall establish a bank account and designate a signator from each association. The council shall name a Treasurer who shall maintain the financial records associated with this account
This account shall be used to fund:
- (i) Operating expenses of the Council.
- (ii) G.H.A.C. competition.
- (iii) O.F.S.A.A. qualifying competitions.
- (iv) Subsidies to groups engaged in O.F.S.A.A. competitions.

All monies accruing from G.H.A.C. competition and O.F.S.A.A. qualifying competition will, after expenses, be dispersed so that a minimum of 50% devolves to the G.H.A.C. Council.

(c) All expenses and profits incurred for operating Conference competitions and O.F.S.A.A. championships will be borne by the host (convening) Association. This applies in cases where an O.F.S.A.A. championship is hosted solely by one Association.

(d) An entry fee will <u>not</u> be levied for G.H.A.C. competitions.

(e) Spectator charges (if any) shall be determined by the host (convening) Association(s). Maximum charge is $2.00 for students and $3.00 for adults.

(f) The cost of medallions will be split 50/50 between Halton and Hamilton.

VIII CONVENORSHIPS

(a) Convenorships for each sport will be determined according to Appendix "IV".

(b) The G.H.A.C. Convenor will organize all aspects of the G.H.A.C. event . It is highly recommended that for team sports a site within the bounds of the other association be booked (if in Halton a Hamilton site should be booked and vice-versa) by the local Convenor in the event that both surviving schools for the championship come from the same area. Running the game and its financing is then the responsibility of the alternate area.

(c) An adequate neutral site in the host association area shall be selected for all G.H.A.C. games.

(d) All G.H.A.C. team games should not start earlier than 4:00 p.m. unless there are exceptional circumstances or agreement among the associations.

IX. AMENDEMENTS TO THE CONFERENCE AGREEMENT

Amendments to this agreement will be made by consensus of the G.H.A.C. Council.

GOLDEN HORSESHOE ATHLETIC CONFERENCE
-COMPETITIVE STRUCTURE-

BASKETBALL (Girls); **CURLING** (Boys and Girls); **FIELD HOCKEY**; **ICE HOCKEY; SOCCER** (Boys and Girls):

TWO DAY TOURNAMENT: Hamilton Public _____ _____
Halton _____
Hamilton Separate _____
Halton _____ _____

VOLLEYBALL (Boys and Girls): ONE DAY TOURNAMENT: Same as above.

BASKETBALL (Boys): TWO DAY TOURNAMENT: _____
Hamilton Public _____ _____
Halton _____
Hamilton Separate _____ _____
Halton

Both winners of above advance to Regionals -- but, a game will be played to determine seeding and the winner of the G.H.A.C. medals. If three entries are allowed to the Regionals, the loser will play.

CROSS-COUNTRY RUNNING; CROSS COUNTRY SKIING: ONE DAY: OPEN MEET - unlimited entries per school.

ALPINE SKIING: OPEN MEET: ONE DAY: Entries 5 Boys and 5 Girls -- per school; per event.

GYMNASTICS: ONE DAY: ENTRIES LIMITED AS FOLLOWS: Per event: 10 Halton / 10 Hamilton

BADMINTON; TRACK AND FIELD: ONE DAY: Entries limited as follows: ALL EVENTS IN RATIO OF:
2 Halton / 1 Hamilton Public,
1 Hamilton Separate
[With a mini-of 8 in each event]

WRESTLING: ONE DAY: Entries limited as follows: 4 Halton / 4 Hamilton

SWIMMING: PRE-O.F.S.A.A. MEET -- SENIOR AND OPEN

RUGBY: Halton Champion goes to O.F.S.A.A. until such time as a league is formed by Hamilton Public or Hamilton Separate.

GOLDEN HORSESHOE ATHLETIC CONFERENCE--AWARDS

MEDALLIONS ARE AWARDED ONLY WHEN A PLAY-DOWN IS INVOLVED WITH AT LEAST TWO (2) OF THE MEMBER ASSOCIATIONS.

		NUMBER OF MEDALS NEEDED
ALPINE SKIING:	Individual: Boys' and Girls' Giant Slalom, Slalom and Combined (6) Team: (15)	21
BADMINTON:	EVENTS: Boys' and Girls' Singles - 1 each Boys', Girls' and Mixed Doubles - 2 each	8
BASKETBALL:	BOYS: Team (15) GIRLS: Team (15)	"AAA" 30/"AA" 30
CROSS-COUNTRY RUNNING:	Boys' and Girls' Midget, Junior and Senior - 1 each (total of 6) TEAM: 5 per team (total of 30)	36
CURLING:	BOYS: Team (6) GIRLS: Team (6)	12
FIELD HOCKEY:	Team (18)	18
GYMNASTICS:	Junior, Intermediate, Senior (4 events) (total of 12) Club "A", "B", "C" (All Round only) (3)	15
ICE HOCKEY:	Team (20)	20
NORDIC SKIING:	INDIVIDUAL: Boys' and Girls' Junior and Senior (total of 4) RELAY: Boys' and Girls' Junior and Senior - 3 per team (total of 12)	16
RUGBY:	Team (26)	26
SOCCER:	BOYS: Team (20) GIRLS: Team (20)	40
SWIMMING:	34 Events (including relays)	60
TRACK AND FIELD:	BOYS: Midget, Junior, Senior, Open (60) GIRLS' Midget, Junior and Senior, Open (53)	120
VOLLEYBALL:	BOYS: Team (14) GIRLS: Team (14)	"AAA" 28/"AA" 28
WRESTLING:	15 Weight Categories	15

WRESTLING COMPETITIVE STRUCTURE

DRAW FORMAT: A bracket style draw at the G.H.A.C. championships with a challenge if #3 and #2 have not met.

SEEDING FORMAT: Hamilton #1 vs Halton #4

Halton #2 vs Hamilton #3

Halton #1 vs Hamilton #4

Hamilton #2 vs Halton #3

"BYE" FORMAT: An athlete may bypass his Association final and go directly to G.H.A.C. This will only be allowed in exceptional circumstances (eg. injury where athlete will be ready to compete in G.H.A.C., involvement in higher level competition, etc.). An athlete who bypasses the Association final <u>must</u> become that Association's number one or number two seed going into G.H.A.C.

OTHER: All seeding will be done prior to the G.H.A.C. Wrestling championships. Seeding will be based on the Association results.

The Association results must be submitted to the G.H.A.C. Convenor four (4) days before G.H.A.C. competition.

If one Association can not supply all four competitors per weight class, the other Association will be allowed to bring in extras. These extras will come from that Associations fifth placer on, to a maximum of six from any one Association per weight class.

APPENDIX "IV"

ORDER OF ROTATION

PRESIDENCY OF G.H.A.C. COUNCIL:

1991 - 1992	1992 - 1993	1993 - 1994	1994 - 1995	1995 - 1996	1996 -1997
HWCAA	HSSAA	HIAC	HWCAA	HSSAA	HIAC

CONVENORSHIPS:

1991 - 1992	1992 - 1993	1993 - 1994	1994 - 1995	1995 - 1996	1996 - 1997
HIAC - BOYS	HIAC - COED	HIAC - GIRLS	HIAC - BOYS	HIAC - COED	HIAC - GIRLS
HSSAA - GIRLS	HSSAA - BOYS	HSSAA - COED	HSSAA - GIRLS	HSSAA - BOYS	HSSAA - COED
HWCAA - COED	HWCAA - GIRLS	HWCAA - BOYS	HWCAA - COED	HWCAA - GIRLS	HWCAA - BOYS

ORGANIZATION OF "A" AND "AA" COMPETITION WILL BE THE RESPONSIBILITY OF THE O.F.S.A.A. ASSOCIATION REPRESENTATIVES.

1991 10 25

THE WENTWORTH COUNTY BOARD OF EDUCATION

THE MEMORIAL BUILDING, 357 WILSON STREET EAST, ANCASTER, ONTARIO L9G 4B7
TELEPHONE (416) 523-8621 FAX (416) 648-5583

October 17, 1991

Secretary of the Board
The Board of Education
for the City of Hamilton
P.O. Box 558
Hamilton, Ontario
L8N 3L1

OCT 21 1991

Dear Secretary of the Board,

Attached to this letter is a copy of the correspondence forwarded to the Premier of Ontario, the Minister of Education and the area M.P.P.'s with respect to the Minister's ruling that the lunch hour falls within the defined school day. At the regular meeting of The Wentworth County Board of Education held on September 30, 1991, the following resolution was adopted:

> RESOLUTION #91-276: IT WAS MOVED BY MRS. SPRINGSTED, SECONDED BY MRS. BEATON THAT A COPY OF RESOLUTIONS #91-274 AND #91-275 BE SENT TO O.P.S.B.A., TO ALL M.P.P.'S AND TO ALL PUBLIC SCHOOL BOARDS IN ONTARIO REQUESTING THEIR SUPPORT FOR THE WENTWORTH COUNTY BOARD OF EDUCATION'S POSITION IN THIS MATTER.

The Minister's ruling has serious ramifications for programs which have traditionally existed at both elementary and secondary school levels. While the specific issue in Wentworth related to the right of elementary school students voluntarily to attend Bible clubs run by outside organizations during the noon hour, the operation of the various Inter-School Christian Fellowship programs which have existed on a voluntary basis in many secondary schools across the province also appears to be prohibited.

The Wentworth County Board of Education is therefore seeking your board's support of its petition to the Minister of Education to amend the legislation to provide an equal opportunity for all Ontario public school students to attend religious instruction programs on a voluntary basis during their lunch period.

Confirmation of your board's support would be greatly appreciated.

Yours very truly,

Allan A. Greenleaf
Director of Education
and Secretary

AAG:mlr
Encl.

c.c. - M.P.P.'s
- Public School Boards of Ontario

THE WENTWORTH COUNTY BOARD OF EDUCATION

THE MEMORIAL BUILDING, 357 WILSON STREET EAST, ANCASTER, ONTARIO L9G 4B7
TELEPHONE (416) 523-8621 FAX (416) 648-5583

October 8, 1991

The Honourable Bob Rae, Premier
and President of the Council
Room 281, Main Building
Legislative Building
Queen's Park
Toronto, Ontario
M7A 1A5

Dear Premier,

At the regular meeting of The Wentworth County Board of Education held on September 30, 1991, the following resolutions were adopted:

1. RESOLUTION #91-27A: IT WAS MOVED BY MRS. SPRINGSTED, SECONDED BY MRS. STIRLING THAT, WHEREAS REGULATION 262, SUBSECTION 29A (3) (B) PERMITS RELIGIOUS INSTRUCTION TO BE PROVIDED BY OUTSIDE ORGANIZATIONS TO PUBLIC SCHOOL STUDENTS IN ONTARIO ON A SCHOOL DAY BEFORE OR AFTER THE SCHOOL'S INSTRUCTIONAL PROGRAM,

   AND

   THAT, WHEREAS THE MINISTER OF EDUCATION HAS INTERPRETED REGULATION 262, SUBSECTIONS 3(1) AND 3(4) TO SAY THAT THE STUDENTS' LUNCH PERIOD IS PART OF THE SCHOOL'S INSTRUCTIONAL PROGRAM,

   AND

   THAT, WHEREAS A LARGE PERCENTAGE OF ONTARIO'S PUBLIC SCHOOL STUDENTS MUST TRAVEL TO AND FROM SCHOOL ON SCHOOL BUSES THAT ARRIVE JUST BEFORE MORNING CLASSES BEGIN AND LEAVE AS SOON AS AFTERNOON CLASSES ARE OVER,

   AND

   THAT, WHEREAS IT IS THE MINISTRY OF EDUCATION'S STATED BELIEF THAT EVERY STUDENT IN ONTARIO DESERVES AN EQUAL OPPORTUNITY,

   AND

   THAT, WHEREAS IN HER STATEMENT TO THE LEGISLATURE ON DECEMBER 6, 1990 WHEN PRESENTING AMENDMENTS TO REGULATION 262, SUBSECTION 29 CONCERNING RELIGIOUS INSTRUCTION IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, SHE STATED, "I BELIEVE THAT THE POLICY I AM PRESENTING TODAY CAN BE SEEN WITHIN THE CONTEXT OF THE LONG-ESTABLISHED VISION OF THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AS OPEN AND ACCESSIBLE TO ALL."

   THEREFORE, BE IT RESOLVED THAT THE WENTWORTH COUNTY BOARD OF EDUCATION BELIEVES THAT THE MINISTER'S REFUSAL TO RULE THAT THE STUDENTS' LUNCH TIME OCCURS AFTER THE MORNING INSTRUCTIONAL PROGRAM AND BEFORE THE AFTERNOON INSTRUCTIONAL PROGRAM, DISCRIMINATES AGAINST ALL PUBLIC SCHOOL STUDENTS IN ONTARIO WHO MUST TRAVEL TO AND FROM SCHOOL BY SCHOOL BUS IN THAT IT DOES NOT PROVIDE EQUAL ACCESS TO PROGRAMS THAT ARE AVAILABLE TO STUDENTS WHO LIVE WITHIN WALKING DISTANCE OF THEIR SCHOOL OR CAN PROVIDE THEIR OWN TRANSPORTATION.

. . . 2

2. RESOLUTION #91-275: IT WAS MOVED BY MRS. SPRINGSTED, SECONDED BY MRS. STIRLING THAT THE WENTWORTH COUNTY BOARD OF EDUCATION SEND A COPY OF RESOLUTION #91-274 TO THE MINISTER OF EDUCATION, THE PREMIER OF ONTARIO AND THE TWO LOCAL M.P.P.'S REPRESENTING WENTWORTH COUNTY REQUESTING A MEETING TO DISCUSS HOW THIS DISCRIMINATORY RULING ON THE LUNCH TIME CAN BE AMENDED SO THAT ALL COMMUNITY RELIGIOUS ORGANIZATIONS IN ONTARIO HAVE AN EQUAL OPPORTUNITY TO PROVIDE AND ALL ONTARIO PUBLIC SCHOOL STUDENTS HAVE AN EQUAL OPPORTUNITY TO ATTEND RELIGIOUS INSTRUCTION CLASSES.

I would therefore request confirmation of a meeting date in the near future at which our Board representatives can present their concerns to you and the other three government members. A similar letter is being forwarded to your colleagues, Marion Boyd, Minister of Education, M. Morrow and D. Abel, M.P.P.'s.

The Board awaits your response to its request in the full knowledge that the issue being raised has great significance to the foundation around which public school systems in Ontario will function to permit fairness and equity for all.

Yours very truly,

Allan A. Greenleaf
Director of Education
and Secretary

AAG:mlr

c.c. - O.P.S.B.A.
- Public School Boards

DRYDEN BOARD OF EDUCATION

MEMORANDUM

TO: Chairpersons of School Boards
Directors of Education

FROM: W. Dawes

DATE: October 16, 1991

RE: Local Board Autonomy in Policy Making

The Dryden Board of Education has become increasingly concerned with the intrusion by the Ministry of Education into the area of local policy making.

This Board at its regular meeting held on October 8, 1991, carried the following resolutions:

"That the Dryden Board of Education express its concern to all boards of education in the Province with respect to the matter of the apparent deterioration of local board autonomy in the policy making process."

"That the Dryden Board of Education solicit the support of all boards in the Province of Ontario by requesting them to convey their concern to the Minister of Education with respect to the recent trend relative to the diminishing of local board autonomy in policy formulation."

Attached, for information, please find a copy of a Board report on this matter.

I request that your Board join the Dryden Board of Education in expressing concern to the Ministry of Education with regard to diminishing local board autonomy in formulating policy.

Your assistance in this matter will be truly appreciated.

DRYDEN BOARD OF EDUCATION

William Dawes
Board Chairman

WD/jm
65-90/91

cc M. Boyd, Minister of Education
M. Boon, Director of Education

NOTICE OF MOTION

THAT the Dryden Board of Education express its concern to all boards of education in the Province with respect to the matter of the apparent deterioration of local board autonomy in the policy making process.

THAT the Dryden Board of Education solicit the support of all boards in the Province of Ontario by requesting them to convey their concern to the Minister of Education with respect to the recent trend relative to the diminishing of local board autonomy in policy formulation.

THAT the Dryden Board of Education authorize the Board delegates attending the OPSBA Northern Regional Meeting on October 18, 19, 1991, to utilize the report entitled Local Board Autonomy in Policy Making, as a basis for presenting the Board's concerns regarding the intrusion of the Ministry of Education in the formulation of local board policy.

THAT the Board approve the following resolution, to be presented at the OPSBA Northern Regional Meeting on October 18, 19, 1991:

WHEREAS boards generally accept the Province's authority in providing direction to school boards through formal legislation, the Education Act, and Regulations made thereunder, and

WHEREAS there has been a general erosion of local board autonomy in operating individual school systems through legislative and mandated program requirements, and

WHEREAS the Province through the Ministry of Education has specifically directed school boards relative to the parameters of certain policies, and

WHEREAS the Province, through the Ministry of Education, has reduced local board autonomy by requiring that specific board policy be subject to Ministry review and approval in terms of content;

THEREFORE, be it resolved:
THAT OPSBA express its concern to the Minister of Education regarding the erosion of local board autonomy in policy formulation and adoption.

THAT OPSBA in addressing the matter of the topic "Our Education System: Its Future Responsibilities and Finances" specifically address the matter of board and provincial authority in local policy formulation and adoption.

THAT OPSBA develop a long range strategic direction with respect to local board autonomy and provincial authority in the context of local board autonomy in policy formulation as it relates to the delivery of education throughout the Province.

LOCAL BOARD AUTONOMY IN POLICY MAKING

PREFACE

The matter of local school board governance and autonomy in relationship to provincial authority has and will continue to be a topic of interest. Recent trends suggest that the Province is assuming increased responsibility for local board policy formulation and approval.

While the following report does refer to some specific policy topics--it must be understood that such references are only used as examples and should not be perceived as criticism of the specific topics/subjects themselves. The primary purpose of this report is to focus the readers' attention to an apparent trend whereby the Province, through the Ministry of Education, appears to be diminishing local board autonomy in approving its local policies.

REPORT

In recent years there has been an increase in provincial control over matters relating to local school board operations. This increase in provincial control has resulted in an erosion of local board authority at the same time that the tax share of the local rate-payers has increased.

Increased provincial control is reflected in matters such as:

a) mandated changes in programs/curriculum, and
b) mandated legislation in matters such as Health and Safety, Freedom of Information, and Pay Equity.

The Province has authority for education under the Constitution and it has traditionally exercised this authority through Legislation, the Education Act, and Regulations made thereunder.

School Boards have generally accepted such provincial processes for providing direction to individual boards.

For some time, the Province has extended its direction of the affairs of individual School Boards. Specifically, the Province, through the Ministry of Education has been reducing the local board's ability to make decisions by setting parameters for board policy formulation.

The Ministry of Education setting of parameters for individual board policy content is noted in matters such as:

a) student records
b) multiculturalism, race and ethnic relations

The Ministry of Education has recently implemented a new direction requiring Boards not only to develop a specific policy, but to submit such a policy to the Ministry for review and approval. The Province, through the Ministry of Education, appears now to have established itself as the final authority responsible in approving specific local board policy.

This new trend will have an adverse affect on an individual board's autonomy and ability to manage its own affairs. In addition, it has the potential to undermine the spirit of trust and cooperation that has been established in the long standing partnership between School Boards and the Province.

RECOMMENDATIONS

THAT the Dryden Board of Education express its concern to all boards of education in the Province with respect to the matter of the apparent deterioration of local board autonomy in the policy making process.

THAT the Dryden Board of Education solicit the support of all boards in the Province of Ontario by requesting them to convey their concern to the Minister of Education with respect to the recent trend relative to the diminishing of local board autonomy in policy formulation.

THAT the Dryden Board of Education authorize the Board delegates attending the OPSBA Northern Regional Meeting on October 18, 19, 1991, to utilize the report entitled Local Board Autonomy in Policy Making, as a basis for presenting the Board's concerns regarding the intrusion of the Ministry of Education in the formulation of local board policy.

THAT the Board approve the following resolution, to be presented at the OPSBA Northern Regional Meeting on October 18, 19, 1991:

WHEREAS boards generally accept the Province's authority in providing direction to school boards through formal legislation, the Education Act, and Regulations made thereunder, and

WHEREAS there has been a general erosion of local board autonomy in operating individual school systems through legislative and mandated program requirements, and

WHEREAS the Province through the Ministry of Education has specifically directed school boards relative to the parameters of certain policies, and

WHEREAS the Province, through the Ministry of Education, has reduced local board autonomy by requiring that specific board policy be subject to Ministry review and approval in terms of content;

THEREFORE, be it resolved:
THAT OPSBA express its concern to the Minister of Education regarding the erosion of local board autonomy in policy formulation and adoption.

THAT OPSBA in addressing the matter of the topic "Our Education System: Its Future Responsibilities and Finances" specifically address the matter of board and provincial authority in local policy formulation and adoption.

THAT OPSBA develop a long range strategic direction with respect to local board autonomy and provincial authority in the context of local board autonomy in policy formulation as it relates to the delivery of education throughout the Province.

M.C.J. Boon
Director of Education

Reference: Regular Board Meeting, October 8, 1991

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE 1991 11 20

Present: Dr. Marshall (Chairman); Trustee Bishop, Mesdames Dalziel, Krueger, Oommen, Trott, Riis-Culver, Schram and Trott; Messrs. Adamson and Parks, Drs. Mason and Toby.

Also Present: D. Maddocks (Hamilton Principals' Association), A. Mutart (Hamilton Teachers' Federation), J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: R. Adams, Co-ordinator of Special Education

GENERAL

1. That the Executive Summary Report on the intellectual, academic and behavioural characteristics of students referred to the Psychological Services Department be received for information and that a future meeting be scheduled to further review the background data, the proposed recommendations and their implications. (Psychology Department Writing Team - Psychological Profiles and Student Placement)

2. That the Transportation Department 1991 Annual Report be received for information.

3. That, if possible, the Special Education Committee meet once every three months in a school to facilitate members' awareness of special education facilities.

4. That Mrs. Bishop be nominated to represent the Special Education Advisory Committee at the Provincial Symposium on the Restructuring of Education - December 16 and 17th.

5. That the members extend to Dr. Marshall their appreciation for the courteous and pleasant manner in which the meetings of this committee have been conducted throughout this past year.

Respectfully submitted,

D. MARSHALL,
Chairman

Sherwood Secondary School,
1991 11 20

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1991 12 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Bennetto, Grades 6-8, Outdoor Education, Camp Wanakita, 1992 01 15-17 (Wednesday to Friday)

(ii) Bennetto, Grades 7-8, Quebec City, Quebec, 1992 05 05-08 (Tuesday to Friday)

(iii) Burkholder, Grades 6-8, Quebec City, Quebec, 1992 01 12-15 (Sunday to Wednesday)

(iv) Dalewood, Grade 7, Outdoor Education, Camp Wanakita, 1992 01 12-15 (Sunday to Wednesday)

(v) Dalewood, Grade 8, Quebec City, Quebec, 1992 04 08-11 (Wednesday to Saturday)

(vi) Ryerson, Grades 6-8, Outdoor Education, Camp Wanakita, 1992 01 26-29 (Sunday to Wednesday)

(vii) Barton, Grades 9-OAC, Kissing Bridge, New York, 1992 01 30 (Thursday)

(viii) Glendale, Grades 9-OAC, Japan and Thailand, student exchange, 1992 07 04-19 (Saturday to Sunday)

(ix) Scott Park, Grades 9-OAC, Glenwood and Ellicotville, New York, 1992 02 18-19 (Tuesday to Wednesday)

(x) Sherwood, Grades 9-OAC, Mount St. Louis, 1992 02 21 (Friday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1991 12 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Report on the Evaluation of Writing to Read

A study of student outcomes from the Writing to Read program was conducted jointly by the Program Department and Research Services during the 1989-90 and 1990-91 school years. The report of results of this study is attached.

Recommendation:

That this report be accepted for information, and that recommendations be submitted for consideration at a later date.

Prepared by: Connie Kidd, Program Research Analyst
Diane Rawsthorn, Primary/Junior Co-ordinator

Submitted by: Rick Kawai, Superintendent of Information Management Services
Darrel Skidmore, Superintendent of Program

Approved by: K. Rielly, Director of Education and Secretary

REPORT ON THE EVALUATION OF WRITING TO READ

Evaluation of Writing To Read

Executive Summary

Writing to Read (WtR) is an IBM program for Grade one designed to teach sound-symbol relationships via a self-paced computer program; use of these skills in creative writing is strongly encouraged. Implementation of the program requires purchase of IBM computers and software, and assignment of an Educational Assistant. WtR is currently implemented in ten (of fourteen) primary/junior compensatory education schools.

Previous qualitative investigations (1985, 1987) indicated a high level of teacher, parent and student satisfaction with the program. The present investigation of program outcomes was requested by trustees and senior management in response to a proposal to implement the program in the remaining four compensatory education schools. Comparisons were made among student writing samples from four compensatory education schools with WtR, four without WtR, and four "average" city schools.

In a stepwise multiple regression analysis, the impact of WtR was assessed after the effects of "age", "time spent in writing", "additional helpers in the class", and other relevant sources of variance were removed. Results indicated that **Writing to Read improved the writing skill of the compensatory education students to an extent which was**

1) statistically significant: $p < .01$;

2) of substantial magnitude: accounting for 18% of the variability in student writing scores;

3) clearly of practical importance: after participating in the WtR program, the writing skill of grade one compensatory education students compared favourably to that of students from "average" city schools.

December, 1991

I. Writing to Read in Hamilton

The Writing to Read program (Martin, 1982) is produced by IBM for language learning in grade one. Children learn 33 basic phonemes via a "talking" computer. They are encouraged to begin writing by combining these sounds. Their writing forms the basis of their early experience.

In Hamilton, Writing to Read has been implemented primarily in schools designated as compensatory education schools. Initially in three schools in 1984-85, Writing to Read is now in place in the last few months of senior kindergarten, and in grade one in ten of the fourteen primary/junior compensatory education schools.

II. Previous Reviews of Writing to Read

Evaluations of the Hamilton Board of Education Writing to Read program have been prepared by the Research Department in June, 1985, and February, 1987. These studies reported the opinions of teachers involved with the program and parents of children who were taught in Writing to Read centres. In addition, in the 1987 study, students experiencing the program were interviewed to gather their opinions on what they liked and disliked about Writing to Read.

The findings of these reviews indicated that teachers and parents felt students were progressing well in learning to read and write using "Writing to Read". The children indicated that they were happy while using the program and looked forward to using the equipment.

In 1986, a representative of the Ministry of Education visited several Writing to Read programs in Hamilton and wrote a report to the Regional Director of Education. This report indicated that verbal feedback about the program was positive, and also noted that "The Hamilton Board is interested in conducting an evaluation of the program but has not yet undertaken an outcome study because of the infancy of the program." (M. Ransby to J.F. Rees, 1986).

Freyd and Lytle (1990) reviewed 17 studies on the effectiveness of Writing to Read. While results of research have often been positive, the authors criticize most of the studies reviewed because "...they neglect to consider alternative explanations for their findings" (p.86), such as the presence of an additional staff member in the room (i.e., the E.A.'s associated with the program).

This report addresses a study conducted in Hamilton during the 1989-90 and 1990-91 school years. The effects of participation in the Writing to Read program on the development of students' writing skills at the kindergarten and grade one levels. We attempted to either isolate (identify and measure) or minimize (avoid) differences in

students' skills which might be caused by factors other than participation in Writing to Read. The following procedures were designed with this goal in mind.

III. Method

A. Measurement of Writing

Student writing skills were of primary interest in this study. Four Writing to Read schools were chosen on the basis of full implementation of the program (i.e., E. A. present, program in operation for two years). Effects of varying implementation of the program were, thus, reduced for clearer study of program effects. The four compensatory education schools without the Writing to Read program participated as a comparison group. In addition, four non-compensatory education schools without Writing to Read were included to observe the extent of any differences created by the Writing to Read program (i.e., How much difference? How close to "average"?). Gates MacGinitie Reading Test scores were used to identify these 4 "average" schools.

All students and teachers in senior kindergarten and grade one in these 12 schools were involved in the study. Pilot data collection was conducted in June of 1990; four additional data collections occurred during the 1990-91 school year (November, January, March, June). Each time, one writing sample per student was selected by teachers and students for submission. Teachers were inserviced on data collection procedures, and were told that scribbles of various types, strings of marks and letters, and "no marks on the page" were expected submissions as they are valid indicators of developmental stages.

The writing skills continuum of Growing Into Language was converted into a 12 point scale by two consultants (see Appendix I). Rating of the writing samples was carried out primarily by one consultant; however, on two occasions (June, 1990, November, 1990) inter-rater reliability of the 12 point ratings was examined. The correlation between raters was very high (r=.96 and .98), indicating that the writing sample scores are reliable measures appropriate for use as a basis for evaluation.

B. Design

A combination design was used, both cross-sectional (different grade levels), and longitudinal within each grade level (same students over time). Data were collected for the non-compensatory education schools at only three times to provide periodic comparisons of the Writing to Read group to a group of "average" Hamilton schools.

The Writing to Read program begins in March for senior kindergarten students; thus,the pre-beginning and early stages of the Writing to Read program were observed in the January, March and June, 1991 senior kindergarten group. The grade one students

were followed from June of 1990 (pilot data collection when they were in S. K.) through grade one, ending in June of 1991.

Schedule of Data Collection

	Comp Ed Writing to Read	Comp Ed No Writing to Read	Not Comp Ed No Writing to Read
SK	June/90	June/90	June/90
	---	---	---
	Jan/91	Jan/91	Jan/91
	Mar/91	Mar/91	---
	June/91	June/91	June/91
GR.1	June/90	June/90	June/90
	Nov/90	Nov/90	---
	Jan/91	Jan/91	---
	Mar/91	Mar/91	---
	June/91	June/91	June/91

Number of Students Participating

The number of students involved varied somewhat across the dates of data collection (see Technical Appendix: Missing Data). The following table presents the average number of students per group:

	Comp Ed Writing to Read	Comp Ed No Writing to Read	Not Comp Ed No Writing to Read
SK	165	151	144
GR.1	165	102	45

IV. Summary of Results

Findings are summarized in Table 1 and in Figures 1 and 2. Table 1 reports the results for the grade one children only as this represents the most extended (one year) and thus most reliable information. The kindergarten data are represented graphically in Figure 1 to demonstrate the lack of advantage of the Writing to Read group prior to the beginning of the program (baseline).

"Factors" are influences believed to have an upward or downward effect on children's writing scores - i.e., contributing to the variability in scores. This evaluation of Writing to Read was conducted with as many factors as possible accounted for through measurement and statistical analysis. (See Technical Appendix.)

The factors listed in Table 1 were all found to have a **statistically significant** (See Technical Appendix.) impact on students' writing scores, except where indicated. Beyond statistical significance, of most interest in this and other applied research, is the **size of the effect** of factors studied. Table 1 summarizes the results of a stepwise multiple regression procedure which evaluates (by percentage) the contribution that each factor studied makes to the children's scores on writing samples. The effects of each "Factor" were removed in the order they are listed. Thus, the effect size for a particular factor is in addition to the effects of all factors preceding it on the list. "Writing to Read" was removed after all non-program variables, followed by other program characteristics (months in the program, etc.).

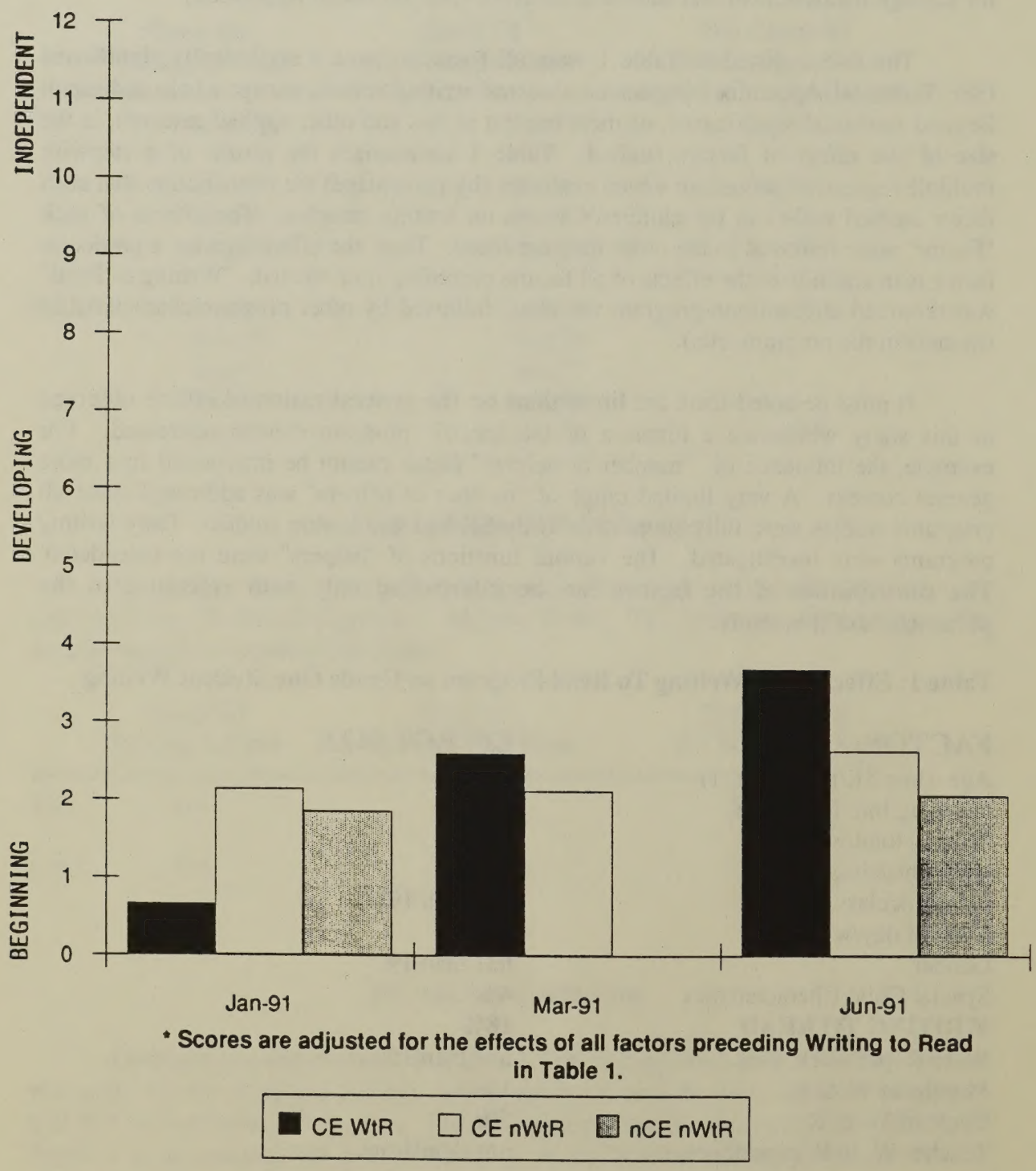
It must be noted there are **limitations on the generalization** of effects observed in this study which are a function of the specific program context addressed. For example, the influence of "number of helpers" factor cannot be interpreted in a more general context. A very limited range of "number of helpers" was addressed since all programs studies were fully supported. Only SK and Gr. 1 were studied. Only writing programs were investigated. The various functions of "helpers" were not considered. **The contribution of the factors can be interpreted only with reference to the parameters of this study.**

Table 1: Effect of the Writing To Read Program on Grade One Student Writing

FACTOR	EFFECT SIZE
Age (late SK to late Gr. 1)	18%
Growing Into Language	6 %
Writing total/wk	4%
#Students/class	1%
#Helpers/class	less than 1%
Time of day/writing	4%
Gender	less than 1%
Special Child Characteristics	4%
WRITING TO READ	**18%**
W. to R. per week	less than 1%
Months in W. to R.	1%
Cycle of W. to R.	5%
Teacher W. to R. experience	not significant

Total variance in children's writing scores accounted for by the factors studied: a very respectable. **61%**

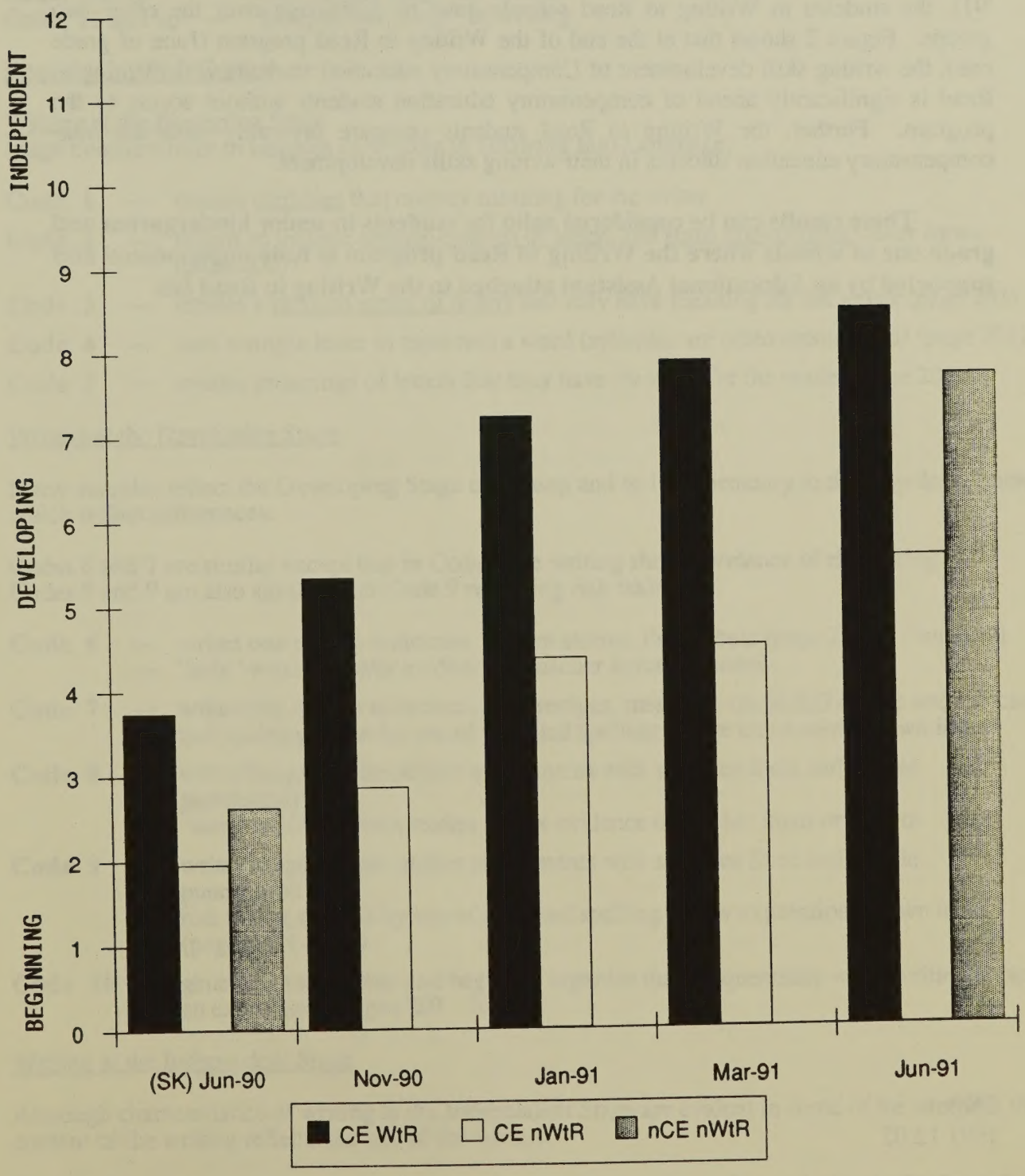
Figure 1. Adjusted* Writing Scores for Senior Kindergarten Students



*** Scores are adjusted for the effects of all factors preceding Writing to Read in Table 1.**

*Scores are adjusted for effects of all factors preceding Writing to Read in Table 1.

Figure 2. Adjusted* Mean Scores for Grade One Students



V. Conclusions

Results of this study indicate clearly that, above and beyond the influence of other factors, **Writing to Read makes a difference in the development of children's writing skills**. This difference is statistically significant and of a substantial size (18%). Figure 1 shows that prior to the beginning of the program (senior kindergarten, January '91), the students in Writing to Read schools have no advantage over the other two groups. Figure 2 shows that at the end of the Writing to Read program (June of grade one), the writing skill development of Compensatory education students with Writing to Read is significantly ahead of compensatory education students without access to the program. Further, the Writing to Read students compare favorably with the non-compensatory education students in their writing skills development.

These results can be considered valid for students in senior kindergarten and grade one in schools where the Writing to Read program is fully implemented and supported by an Educational Assistant attached to the Writing to Read lab.

CK/km
1991 12 02

APPENDIX 1

Evaluation of the Writing to Read Program

The evaluation standards are based on Growing Into Language, the primary language arts curriculum for The Board of Education for the City of Hamilton. The following codes are used:

Code C	—	copy work
Code O	—	non-writer
Codes 1 to 5	—	'Beginning Stage' of writing
Codes 6 to 10	—	'Developing Stage' of writing
Codes 11 and up	—	'Independent Stage' of writing

Description of Codes

Writing at the Beginning Stage
(page numbers refer to samples of writing in Growing Into Language)

Code 1 — creates scribbles that convey meaning for the writer

Code 2 — begins to include approximations of letters and some conventional letter forms (page 200)

Code 3 — creates a random string of letters that may have meaning for the writer (page 201)

Code 4 — uses a single letter to represent a word (syllables are often represented) (page 201)

Code 5 — creates groupings of letters that may have meaning for the reader (page 202)

Writing at the Developing Stage

Many samples reflect the Developing Stage of writing and so it is necessary to develop descriptions which reflect differences.

Codes 6 and 7 are similar except that in Code 7 the writing shows evidence of risk taking. Codes 8 and 9 are also similar with Code 9 reflecting risk taking.

Code 6 — writes one or two sentences, pattern stories, lists, labels (page 203 — "winter")
— "safe" writing and/or evidence of teacher input or control

Code 7 — writes one or two sentences, lists, recipes, messages (page 203 — Me and me cat)
— risk taking evident by use of invented spelling and/or expression of own ideas

Code 8 — writes longer stories and/or experiments with sentence form and simple punctuation
— "safe" writing pattern stories and/or evidence of teacher input or control

Code 9 — writes longer stories and/or experiments with sentence form and simple punctuation
— risk taking evident by use of invented spelling and/or expression of own ideas (pages 204 - 206)

Code 10 — generates more ideas and begins to organize them sequentially when writing about an experience (pages 207 - 209)

Writing at the Independent Stage

Although characteristics of writing at the Independent Stage are evident in some of the samples, the content of the writing reflects the age of the writers.

Code 11 — writes sentences and stories of increasing length, quality and complexity (page 210)

Code 12 — begins to incorporate beginning, middle and end as a structure for stories (page 211)

The additional characteristics of writing at the Independent Stage begin, in small ways, to appear at earlier stages in writing. However, the samples submitted so far in this study do not go beyond Code 12.

Appendix 2

Technical Information

Data Analysis

Data were analyzed using UniMult (Gorsuch, 1990), a statistical analysis software package for social scientists. The procedure used to generate the Effect Sizes reported was stepwise multiple regression. This analysis is based on the correlations (degree of relationship or co-variation) among factors and the measure (writing score). A regression equation (predicting "Y" from multiple "X's") is generated which summarizes the contribution of each factor to the writing scores. Determination of the order in which factors are entered into the regression equation requires judgements based on a) the correlation between that factor and the writing scores, b) the correlation of that factor with other factors, and c) the nature of the questions being posed of the data. Since the effect of Writing to Read was being studied here, other sources of variance (factors) were removed first.

Statistical Significance

A "statistically significant" effect is one which is reliably different from no effect at all - i.e., it is systematically associated with a particular factor and not due to normal, random fluctuation of scores. The criterion for statistical significance adopted for this study was a conservative $p < .01$; that is with less than a one percent chance of error in judging an effect significant.

Missing Data

Up to 50% of the students in the two compensatory education groups of schools were not present for all data collections (absenteeism, transfers); about 15% of the non-compensatory education students had such missing data though fewer data collections were involved for this group. An analysis of variance (ANOVA) indicated that the scores of students with all data present were significantly higher. Thus the scores of the two comp. ed. groups are selectively affected (lowered) since they had more missing data. The effect of Writing to Read was evaluated using all data, complete or incomplete, representing the reality of compensatory education.

Reliability

During the June, 1990 pilot date collection, consultants initially discussed and practiced the application of the rating scale (then a 10 point scale) to writing samples. The two consultants then separately rated the same set of 40 samples (selected randomly). Consultants did not know each others ratings; also, here and throughout the study, raters could not identify the school from which each sample originated. A correlation of .96 was found between the ratings assigned by the 2 consultants.

During the November, 1990 data collection, the rating scale was revised to the 12 point scale; two categories were added near the middle to accommodate the difference between "safe" writing and "risk taking". A reliability check (20 samples) was conducted on the revised scale and a correlation of .98 was found. These reliability figures are extremely high.

Additional Factors Not Reported

Notably (and unavoidably) absent from the list of "Factors" contributing to writing outcomes are "entering characteristics" of the students - i.e., ability, socioeconomic status. These factors would likely account for some of the 39% of the variance not accounted for here.

"Teacher experience with Writing to Read" is the only factor studied which did not appear to have a significant effect. It correlated highly with students' experience (months of W. to R) and did not contribute any unique variance.

Special Student Characteristics

Nearly all of the students in this study for whom English is a second language were in the Writing to Read group. A direct comparison of the effects of the program for these ESL students was, thus, not possible as there were not sufficient ESL students in the control groups. It is possible, though not directly assessed here, that the Writing to Read program may provide quick access to the reading/writing "code" for students who already have some established literacy concepts in another language.

ACCOPRESS®

25070	YELLOW/JAUNE	BY2507
25071	BLACK/NOIR	BG2507
25072	BLUE/BLEU	BU2507
25073	R. BLUE/BLEU R.	BB2507
25074	GREY/GRIS	BD2507
25075	GREEN/VERT	BP2507
25077	TANGERINE	BA2507
25078	RED/ROUGE	BF2507
25079	X. RED/ROUGE X.	BX2507

MADE IN CANADA BY/FABRIQUÉ AU CANADA PAR
ACCO CANADIAN COMPANY LIMITED
COMPAGNIE CANADIENNE ACCO LIMITÉE
TORONTO CANADA